

**DEPARTMENT OF THE ARMY
AFFIRMATIVE EMPLOYMENT PROGRAM
FOR
WOMEN AND MINORITIES**



***ACCOMPLISHMENTS REPORT
FOR
FY2002***

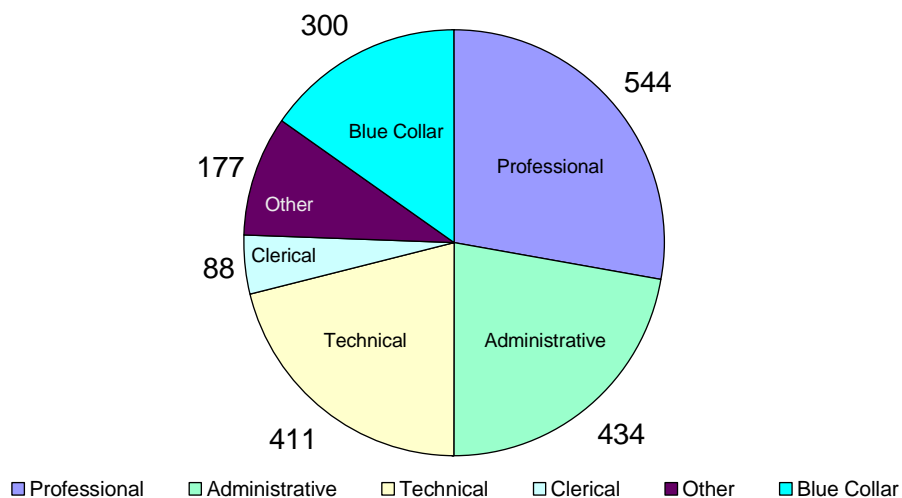
***White Sands Missile Range
New Mexico***

**Affirmative Employment Program for Women and Minorities
Annual Affirmative Employment Program
Accomplishment Report**

For Fiscal Year 2002

*Summary Analysis of Work Force
*Accomplishment Report on Objectives and Action Items
*Noteworthy Activities and Initiatives

Name of Organization: U.S. Army White Sands Missile Range
Address of Organization: White Sands Missile Range, New Mexico 88002-5005
Organizational Level: Installation
Number of Employees Covered by Plan: Total 1954



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Name and Title of Principle EEO Official

Signature of Principal EEO Official

Date

14 April 03

Certifies that this report is in compliance with EEO-MD-714

Signature of William F. Engel

17 APR 2003

William F. Engel, Brigadier General, U.S. Army Commanding

Name, signature and title of head of organization or designated official certifies that this report is in compliance with EEO-MD-714.

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Section 1. Introduction

It is the policy of the Government of the United States to provide equal opportunity in Federal employment for all persons, to prohibit discrimination in employment because of race, color, religion, sex or national origin; and to promote the full realization of equal employment opportunity through a continuing program in each agency for all civilian employees and applicants for employment.

The EEOC requires agencies to develop and submit Federal Affirmative Employment Multiyear Program Plans, Annual Accomplishment Reports and Annual Plan Updates. This document reflects the FY2002 reporting requirements for U.S. Army, White Sands Missile Range.

The plan begins with the Commanding General's Executive Summary and includes the Commanding General's policy statement on Equal Employment Opportunity (EEO) in Section 1. Section 2 consists of statistical analyses of the work force, which includes employees from DTC and tenant activities that are serviced by EEO. Also, analyses and comparisons to the Civilian Labor Force (CLF) of major occupations and PATCOB (professional, administrative, technical, clerical, other, and blue collar) were conducted. Grades were analyzed from one year to the next to determine sharp increases or declines. Section 3 provides complaint activity and gives an overall representation of not only the number of complaints submitted in 2002, but also the various issues that were involved. Section 4 gives an overview on some of the initiatives and pro-active programs and activities that have been developed as part of the overall EEO strategic plan, to include the Alternative Dispute Resolution (ADR) program, Consideration of Others (CO2) program, Prevention of Sexual Harassment program, and Supervisory Development training; promotion of education and awareness of all the ethnic groups through ethnic observances; and Special Emphasis Programs consisting of Hispanic Employment Program, Federal Women's Program, Black Employment Program, Asian American/ Pacific Islander Program, American Indian/Alaskan Native Program, and the Disability Awareness Program. EEO office initiatives include development of a web page (on going); 'Reaching New Heights' Professional Development Program; the Executive Development Succession Planning Program; the Strategic Plan initiatives; and the Community Outreach Program. Commander's Guidance Statements for Equal Opportunity, Equal Employment Opportunity, Prevention of Sexual Harassment, and Army Policy on Disabled Employees are part of the Affirmative Employment Plan.

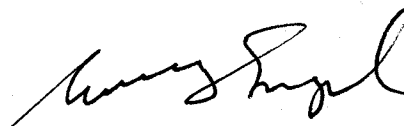
AUTHORITY: This report is prepared pursuant to Equal Employment Opportunity Commission's (EEOC) authority under Section 717 of the Civil Rights Act of 1964, as amended, 42 USC 2000e-16; Reorganization Plan No. 1 of 1978, issued pursuant to 5 USC 901 et. seq.; Executive Order 11748 (3 CFR, 1966-70 Comp, p. 803) as amended by Executive Order 12106 (3 CFR 1978 Comp., p. 263); and 29 CFR, Part 1613.

1.1 Executive Summary

Equal employment opportunity is the objective of the Affirmative Employment Program (AEP). This is a program of self-analysis, problem identification, and elimination of discriminatory practices and policies, past and present. This plan/report covers all elements assigned to the U.S. Army White Sands Missile Range (WSMR) as of 30 September 2002. All managers and supervisors are encouraged to make a good faith effort to achieve the goals and objectives of the AEP. The AEP will help to achieve work force diversity, and allow the work force to make the most contributions to the community and society as a whole.

Statistical data show that women and minorities have made gradual progress since 1992. However, there still remains room for improvement among some minority groups and women. In higher-grade levels, especially in the professional and technical fields, women and some minorities are still underrepresented. The FY02 workforce is comprised of 74% men and 26% women, of which 36.9% are White Men, 13.77% are White Women, 2.97% are Black Men, .97% are Black Women, 32.09% are Hispanic Men, 10.49% are Hispanic Women, 1.28% are Asian American/Pacific Islander Men, .97% are Asian American/Pacific Islander Women, .41% are Native American Men, and .15% are Native American Women.

The AEP is a critical initiative to achieve the goals of fighting discrimination and achieve work force diversity. As we continue to achieve affirmative employment objectives to address the existing work force disparities, we are confident these efforts will result in a more representative work force profile for White Sands Missile Range in the future.



WILLIAM F. ENGEL
Brigadier General, USA
Commanding

1.1.1 A Policy Statement from the Commanding General



A Policy Statement from the COMMANDING GENERAL U.S. ARMY WHITE SANDS MISSILE RANGE

I AM PERSONALLY COMMITTED TO ENSURING EQUAL EMPLOYMENT OPPORTUNITY FOR OUR CIVILIANS AND EQUAL OPPORTUNITY FOR OUR SOLDIERS AT WHITE SANDS MISSILE RANGE.

EQUAL EMPLOYMENT OPPORTUNITY IS A KEY RESPONSIBILITY OF EVERY LEADER AND MANAGER. I EXPECT EVERY COMMANDER, MANAGER, AND SUPERVISOR TO BECOME PERSONALLY INVOLVED AND CONTRIBUTE POSITIVELY TO ACHIEVING A BALANCED WORK FORCE.

ADDITIONALLY, I EXPECT THOSE WHO EVALUATE MANAGERS AND SUPERVISORS TO PAY PARTICULAR ATTENTION TO ENSURE THAT THE EVALUATIONS ACCURATELY REFLECT HOW WELL THOSE INDIVIDUALS EXECUTE THEIR EQUAL OPPORTUNITY/AFFIRMATIVE ACTION RESPONSIBILITIES.

OUR EFFORTS MUST BE GEARED TOWARD ENSURING ALL PERSONNEL ARE GIVEN THE SAME OPPORTUNITIES FOR GROWTH AND DEVELOPMENT IN AN ATMOSPHERE FREE OF DISCRIMINATION AND SEXUAL HARASSMENT. THOSE WITH THE POTENTIAL FOR HIGHER JOB LEVELS AND INCREASED RESPONSIBILITIES MUST BE IDENTIFIED AND GIVEN ASSISTANCE.

THE ULTIMATE SUCCESS OF AN EQUAL OPPORTUNITY PROGRAM IS DIRECTLY CONTINGENT UPON THE DEGREE OF COMMITMENT AND SUPPORT PROVIDED BY MANAGEMENT, SUPERVISORS, AND THE EMPLOYEES THEMSELVES. IT IS ONLY THROUGH THE FULL COOPERATION AND EFFORTS OF INVOLVED PERSONNEL THAT THE PROGRAM WILL BENEFIT BOTH MANAGEMENT AND EMPLOYEES.

LET US CONTINUE TO SUPPORT OUR EQUAL EMPLOYMENT OPPORTUNITY/EQUAL OPPORTUNITY PROGRAMS WITH THE SAME VIGOR AND ENTHUSIASM AS THAT GIVEN TO OUR TESTING MISSION. OUR GOAL MUST BE GEARED TOWARDS A WORK FORCE WHICH REFLECTS APPROPRIATE LEVELS OF MINORITY AND FEMALE REPRESENTATION, BOTH IN TERMS OF TOTAL POPULATION AND DISTRIBUTION WITHIN GRADES AND CAREER FIELDS.

THIS INSTALLATION MUST GUARANTEE EQUAL OPPORTUNITY FOR ALL ITS PERSONNEL.

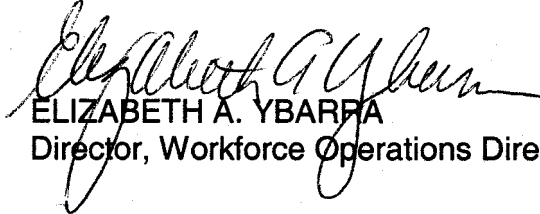
WHEN WE GUARANTEE OPPORTUNITY FOR OUR PEOPLE, WE GUARANTEE THAT SAME OPPORTUNITY FOR OURSELVES.


NOV 21 2001
WILLIAM F. ENGEL
Brigadier General, USA
Commanding

A Policy Statement from the Commanding General

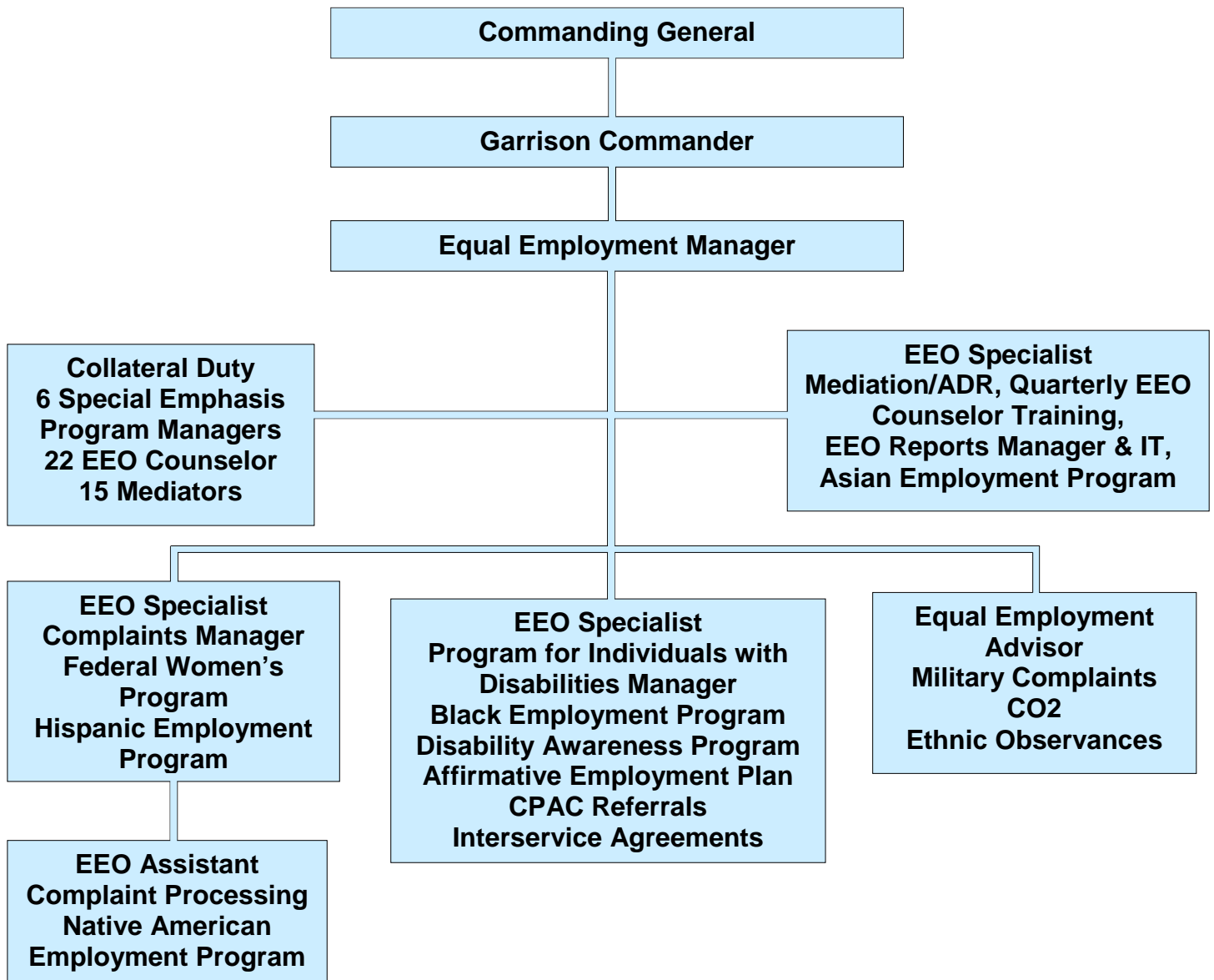
1.2 Certification of Qualifications of EEO Officials

I certify that the qualifications of all staff officials, full time or part-time, responsible for the administration of the Equal Employment Opportunity Program and Affirmative Employment Program have been reviewed by competent authority and meet the qualification standards in the U.S. Office of Personnel Management Qualifications Standards for General Schedule Positions Operating Manual.



ELIZABETH A. YBARRA
Director, Workforce Operations Directorate

1.3 White Sands Missile Range Equal Opportunity Office Organization Chart



Section 2. Statistical Analysis of Work Force

Statistical analyses of the White Sands Missile Range (WSMR) work force were conducted. The work force consisted of permanent, full-time, and part-time civilian employees in the General Schedule and related pay plan and predominant prevailing rate wage systems. Employees were from the Developmental Test Command (DTC) and tenant activities serviced by the WSMR EEO Office. Profiles were established with respect to men, women, minorities, different ethnic groups, and disabilities. Analyses of the major occupations and grade groupings of the work force were conducted. The major occupations considered were: Professional, Administrative, Technical, Clerical, Other, and Blue Collar (PATCOB). Data for the analysis were generated using the Defense Civilian Personnel Data System (DCPDS). An analysis was also conducted for major occupations and PATCOB using the national Civilian Labor Force (CLF) data for occupations classified as professional or administrative, and El Paso, Texas Metropolitan Statistical Area for all occupations classified as technical, clerical, other or blue collar. Results of analyses are presented in the following sections.

2.1 Overall Work Force

In FY02, the WSMR work force decreased from 2223 to 1954. Army Research Lab (ARL) was erroneously included in the previous report. The 1954 employees are as follows: 1659 DTC, 120 EPG, and 175 NAF. The work force profile by gender and ethnic group is shown in Figure 2.1-1.

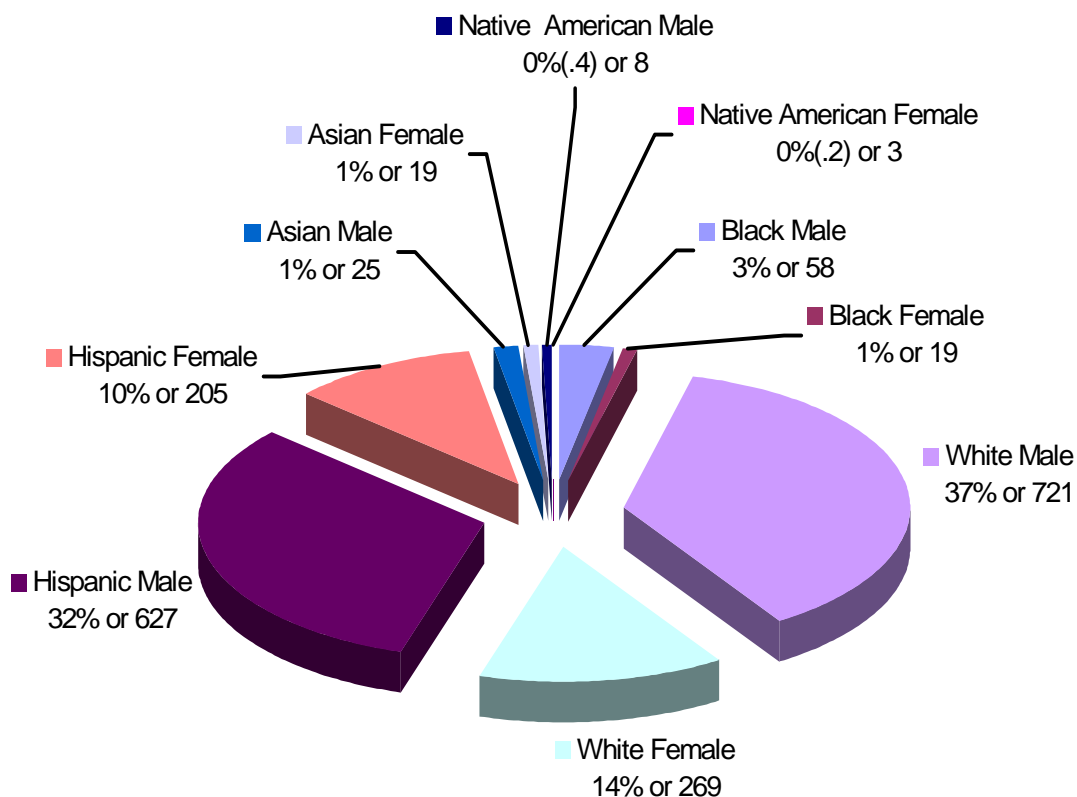


Figure 2.1-1 Work Force Profile

Note: Due to rounding, totals will not always equal 100%.

2.2 Minorities and Women

The following charts reflect the representation of minorities and women for the current year and past four years.

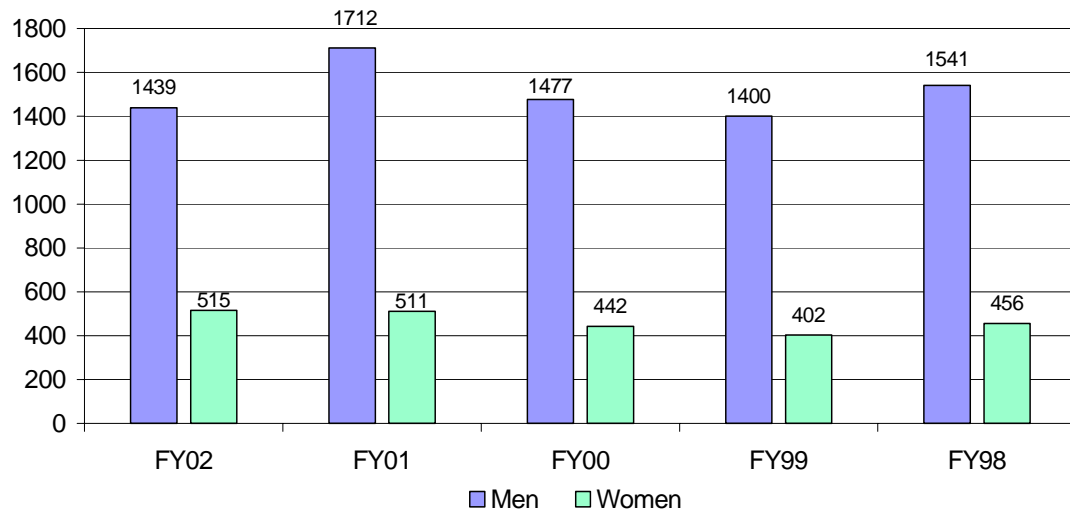


Figure 2.2-1 Representation of Men and Woman

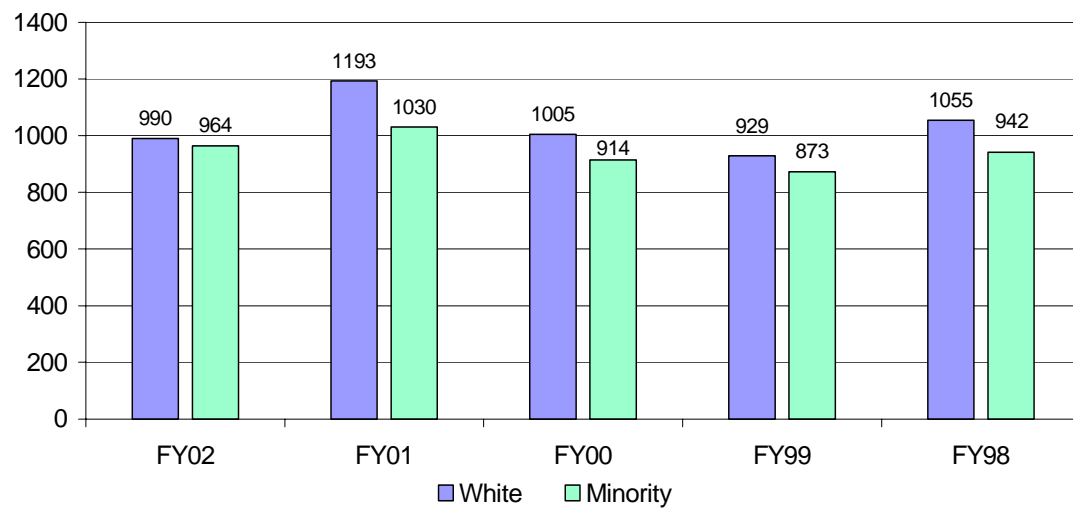


Figure 2.2-2 Representation of White and Minorities

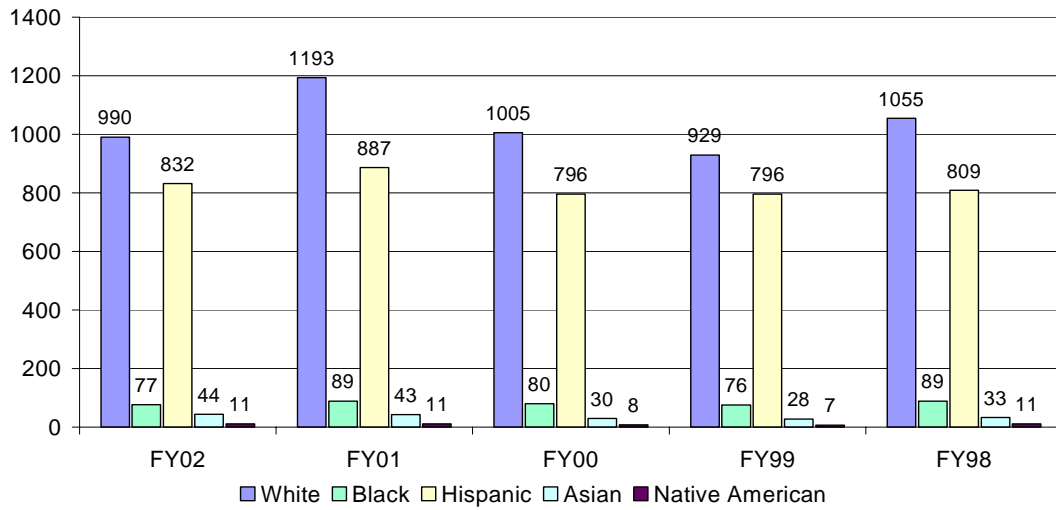


Figure 2.2-3 Representation of Ethnic Groups

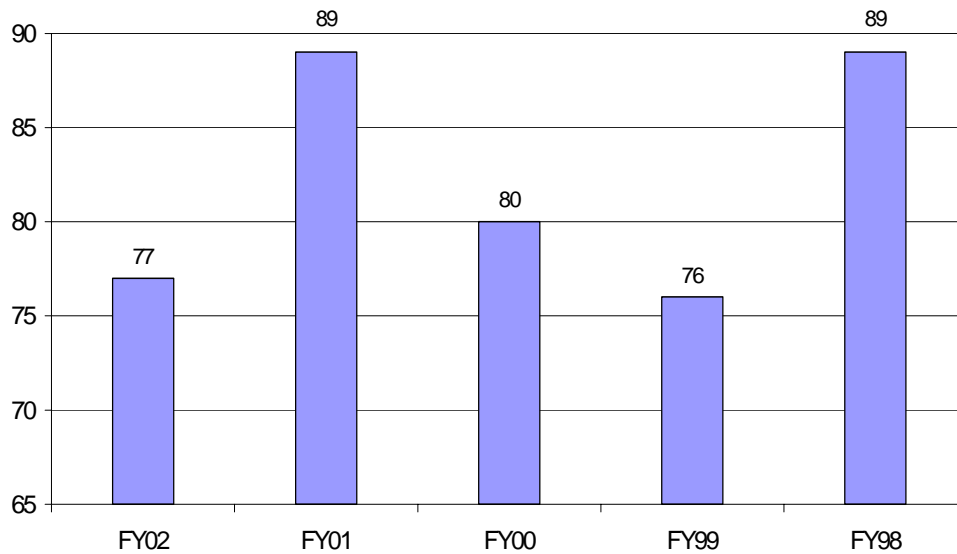


Figure 2.2-4 Representation of Black Employees

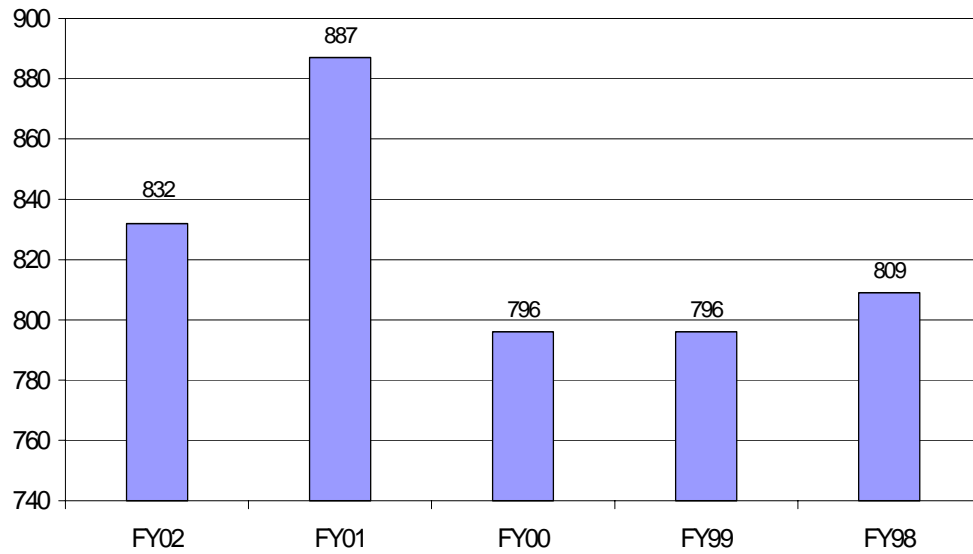


Figure 2.2-5 Representation of Hispanic Employees

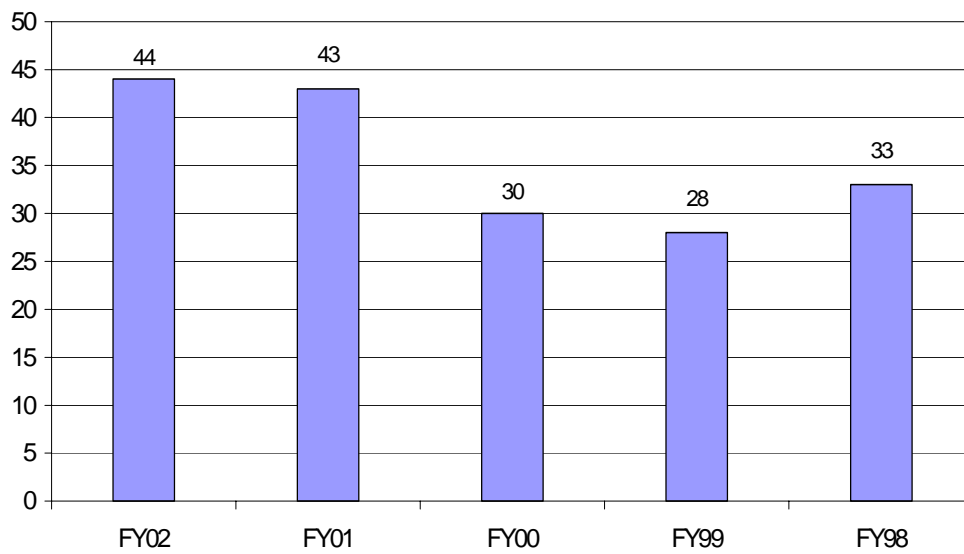


Figure 2.2-6 Representation of Asian Employees

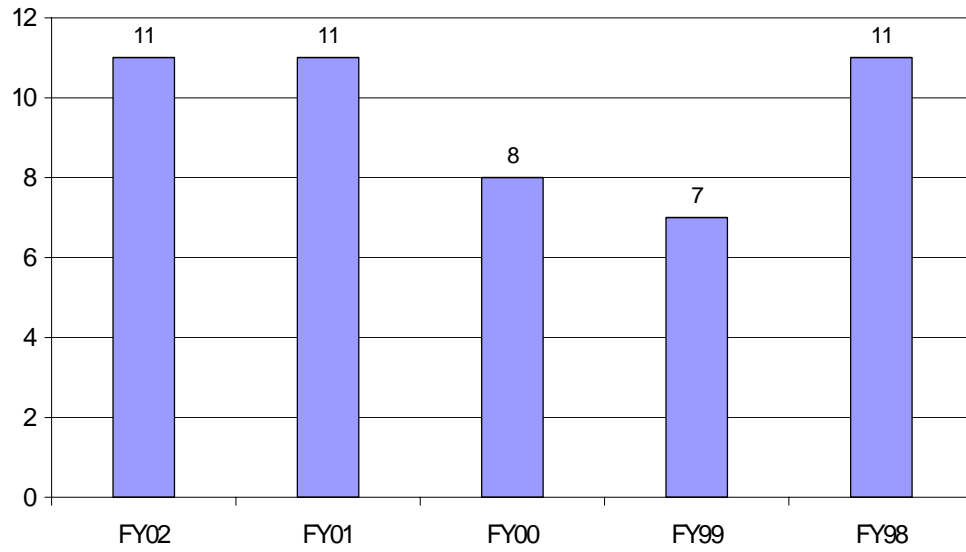


Figure 2.2-7 Representation of Native American Employees

2.3 Individuals with Disabilities

293 personnel (or 15.69% of the work force) are disabled (per self-identification of handicap). Of those, 29 (1.4% of the workforce) have severely targeted disabilities.

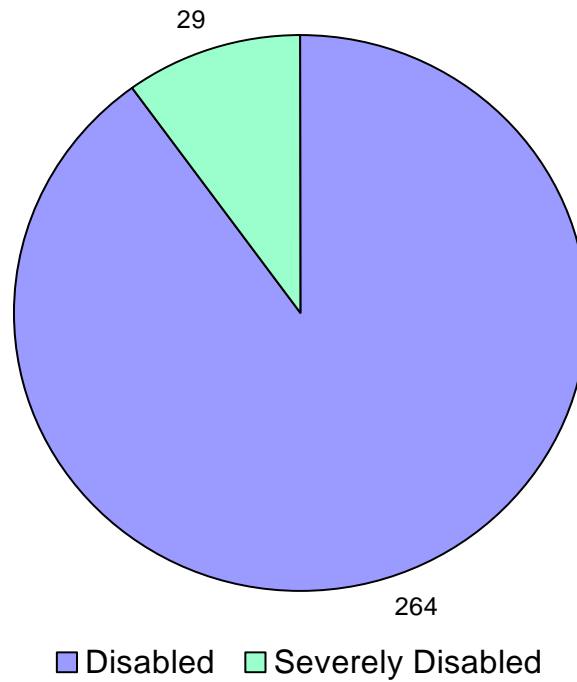


Figure 2.3-1 Representation of disabled and severely disabled members of the work force

2.4 Professional, Administrative, Technical, Clerical, Other, and Blue Collar Occupations

Employment data for women and minorities are divided into occupational categories in order to show a more informative profile. Occupational categories are: Professional, Administrative, Technical, Clerical, Other and Blue Collar (PATCOB). The 1990 National Civilian Labor Force (CLF) was used to compare the WSMR work force by PATCOB. The 2000 National Civilian Labor Force (CLF) by PATCOB was not available to complete this report. The Las Cruces, NM and El Paso, TX CLF are used to compare the White Sands work force in all other categories. The Las Cruces and El Paso CLF by PATCOB are used as an "ideal" base to measure against the WSMR work force for manifest imbalance or conspicuous absence of a particular EEO group by occupations or grade levels. Distribution of employees by PATCOB is shown in Figure 2.4-1. Distribution by PATCOB for FY 02 is shown on Appendix C.

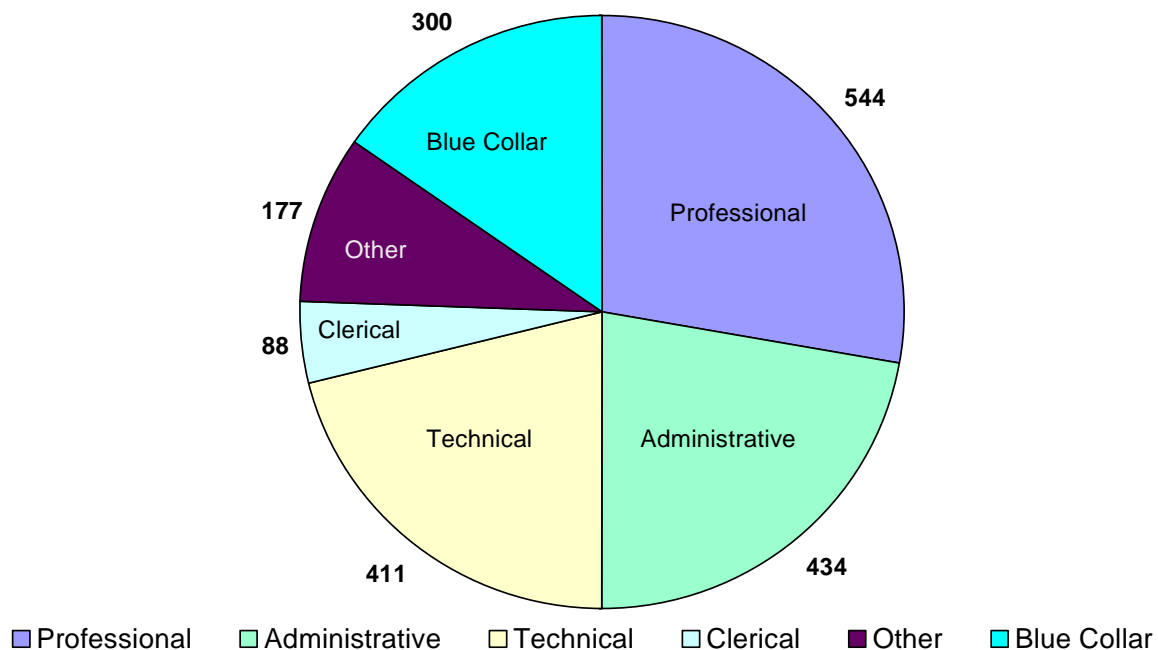


Figure 2.4-1 Representation by Occupational Category

The following charts show a comparison between FY02, FY01, and the CLF for each major occupational category.

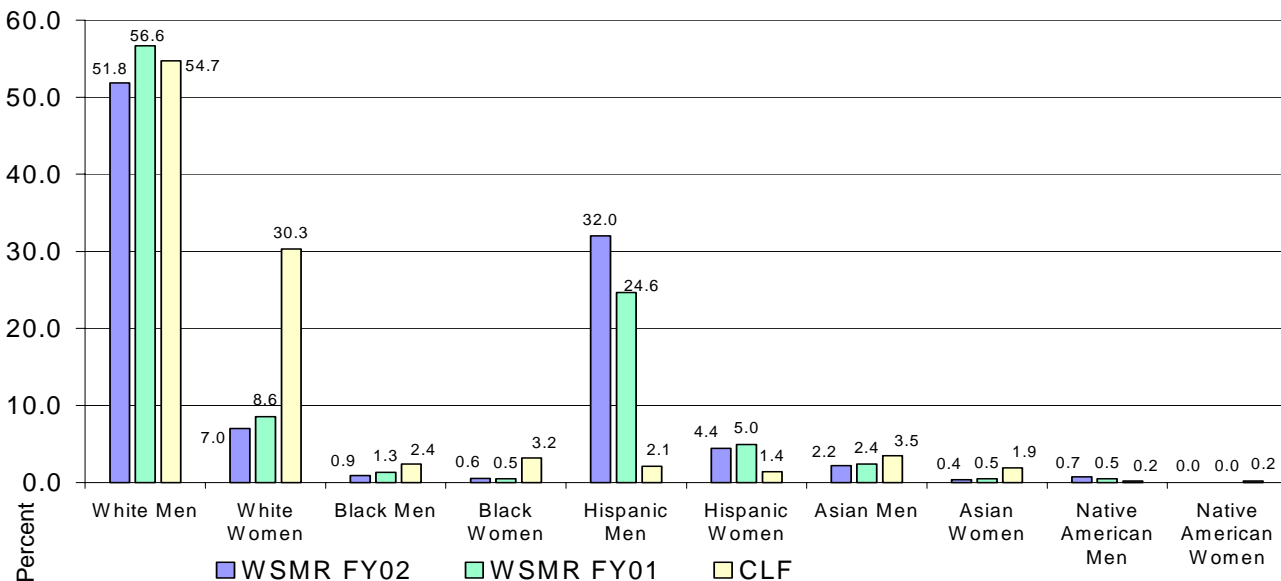


Figure 2.4-2 Representation of Professional Occupations

Chart, above, shows that Professional White Women, Black Women, Asian Men, Asian Women, and Native American Women are underrepresented in comparison to the CLF.

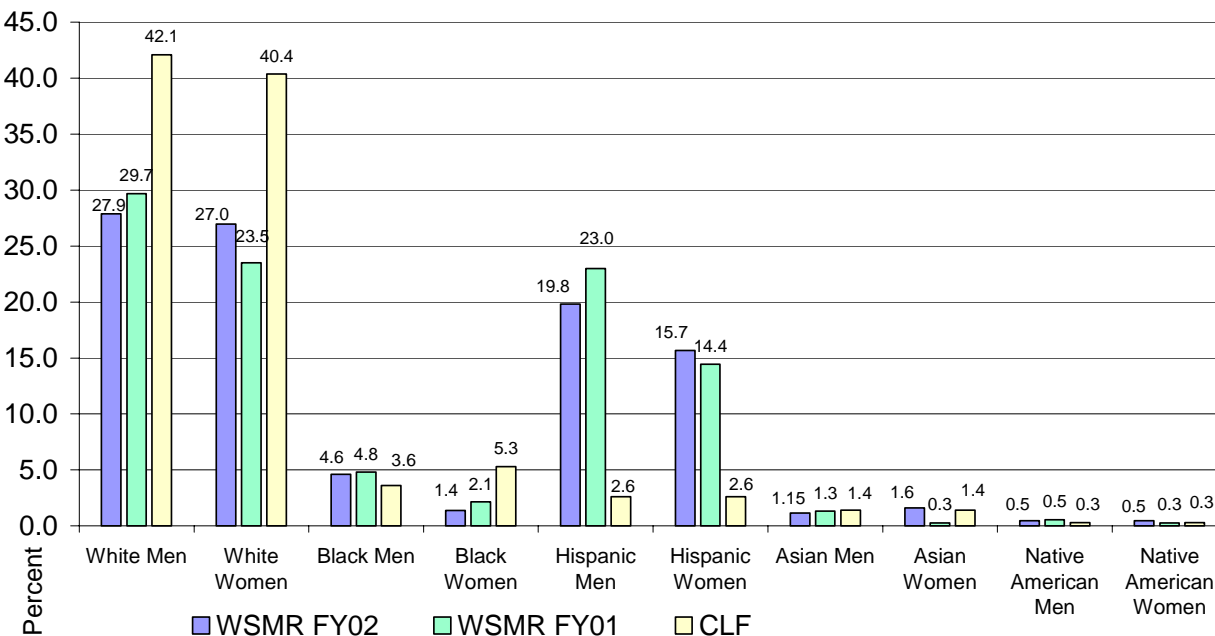


Figure 2.4-3 Representation of Administrative Occupations

Chart, above, shows that Administrative White Women, Black Women, and Asian Women are underrepresented in comparison to the CLF.

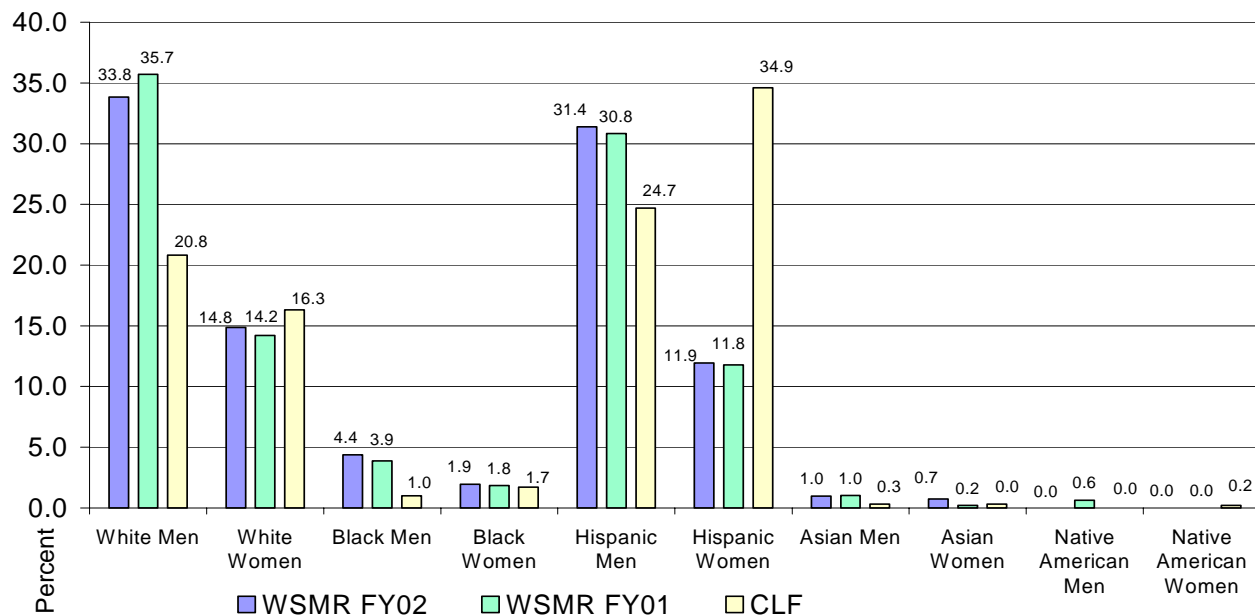


Figure 2.4-4 Representation of Technical Occupations

Chart, above, shows that Technical White Women, Hispanic Men, and Hispanic Women are underrepresented in comparison to the CLF.

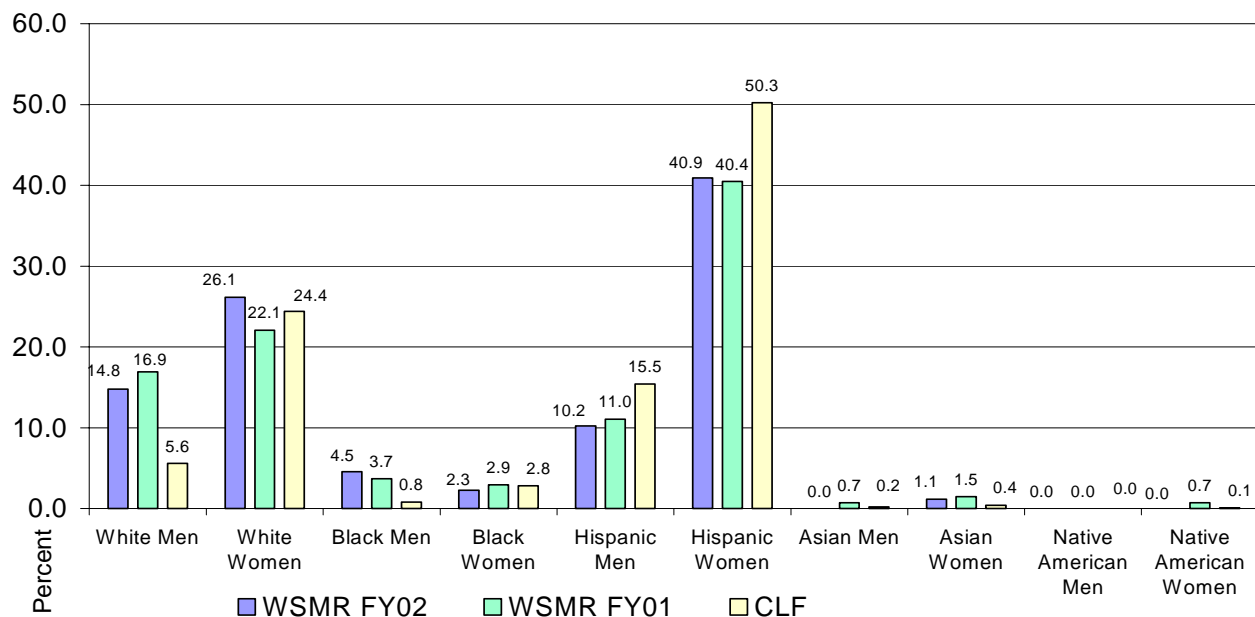


Figure 2.4-5 Representation of Clerical Occupations

Chart, above, shows that Clerical White Women, Hispanic Men, and Hispanic Women are underrepresented in comparison to the CLF.

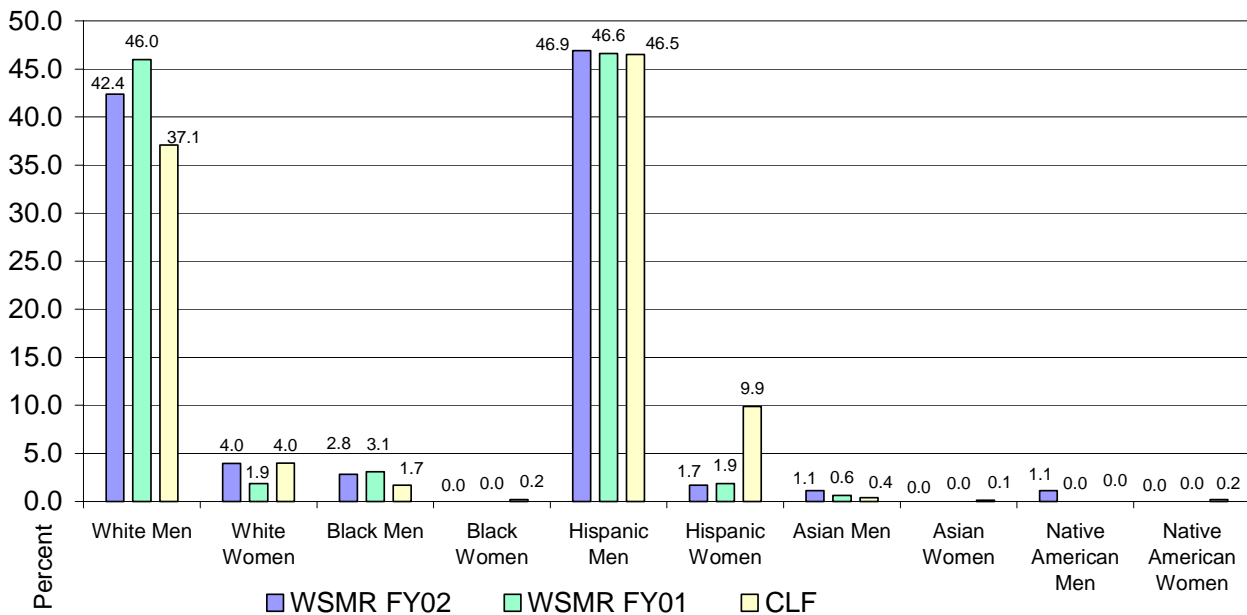


Figure 2.4-6 Representation of Other Occupations

Chart, above, shows that Other White Women, Black Women, Hispanic Women, and Native American Women are underrepresented in comparison to the CLF.

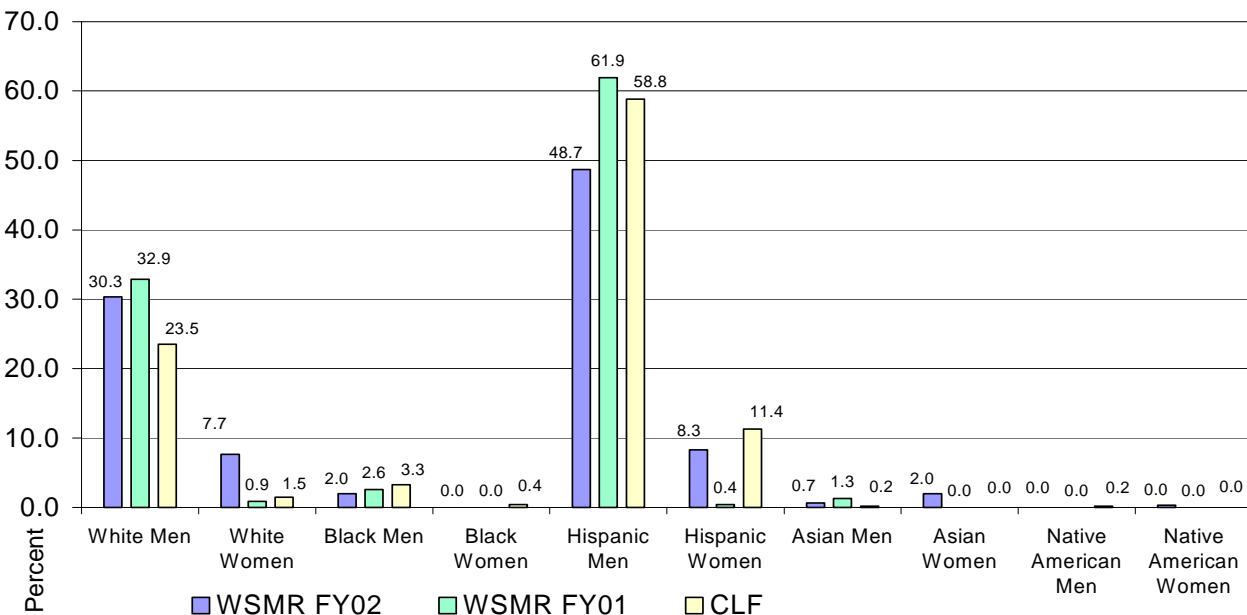


Figure 2.4-7 Representation of Blue Collar Occupations

Chart, above, shows that Blue Collar White Women, Black Men, Black Women, Asian Men, and Native American Men are underrepresented in comparison to the CLF.

2.5 Major Occupation Analysis

Appendix D identifies the distribution of EEO groups and numerical objective accomplishments by major occupations. An occupation is defined as a White Sands major occupation when the series population has 100 or more personnel assigned to that occupation series. The Engineering Technician series on the other hand, shows slightly fewer than 100 personnel but was left in as a major occupation because it does show a high percentage of personnel occupying that series and is a target area for recruitment. An underrepresentation determination is a comparison between (a) the total number of a particular minority/sex group in a category of White Sands work force and (b) the percentage of that same group in the local or national CLF. When the work force percentage is less than that of CLF percentage, underrepresentation exists. The estimated numbers needed to achieve parity is the difference between what is needed for parity and current number. The following EEO groups are identified as underrepresented, and are target areas for recruitment in each occupational category.

*Note: The category total represents the number of people assigned to that series.

Category	Category Total	Underrepresented Groups	Civilian Labor Force (CLF)	Parity	Current Number	Needed for Parity
Professional						
General Engineer GS-801	*115	White Men	54.7%	63	58	5
		White Women	30.3%	35	4	31
		Black Men	2.4%	3	2	1
		Black Women	3.2%	4	1	3
		Asian Women	1.9%	2	0	2
Electronics Engineer GS-855	*160	White Men	54.7	87	68	19
		White Women	30.3%	48	2	46
		Black Men	2.4%	4	0	4
		Black Woman	3.2%	5	0	5
		Asian Men	3.8%	6	3	3
		Asian Women	1.9%	3	0	3
Technical						
Engineering Technician GS-802	*78	White Women	16.3%	13	3	10
		Hispanic Women	34.9%	27	1	26
Electronics Technician GS-856	*107	White Women	16.3%	17	2	15
		Black Women	1.7%	2	0	2
		Hispanic Women	34.9%	37	2	35

2.6 Grade Grouping Analysis/Comparison

Category	Total		EEO Groups	FY02	FY01	VAR
	FY02	FY01				
GS 1-4	83	81	White Men	21	27	-6
			White Women	14	7	7
			Black Men	3	4	-1
			Black Women	1	2	-1
			Hispanic Men	35	32	3
			Hispanic Women	7	7	0
			Asian Men	2	2	0
			Asian Women	0	0	0
			Native American Men	0	0	0
			Native American Women	0	0	0
GS 5-8	372	372	White Men	95	84	9
			White Women	74	81	-7
			Black Men	7	8	-1
			Black Women	5	10	-5
			Hispanic Men	93	80	13
			Hispanic Women	90	105	-15
			Asian Men	4	1	3
			Asian Women	2	2	0
			Native American Men	2	0	2
			Native American Women	0	1	-1
GS 9	132	127	White Men	42	39	3
			White Women	19	23	-4
			Black Men	4	5	-1
			Black Women	3	3	0
			Hispanic Men	42	35	7
			Hispanic Women	21	19	2
			Asian Men	0	0	0
			Asian Women	1	1	0
			Native American Men	0	2	-2
			Native American Women	0	0	0
GS 10	5	4	White Men	0	0	0
			White Women	4	4	0
			Black Men	0	0	0
			Black Women	0	0	0
			Hispanic Men	0	0	0
			Hispanic Women	0	0	0
			Asian Men	0	0	0
			Asian Women	0	0	0
			Native American Men	1	0	1
			Native American Women	0	0	0

Category	Total		EEO Groups	FY02	FY01	VAR
	FY02	FY01				
GS 11	268	302	White Men	93	102	-9
			White Women	35	40	-5
			Black Men	16	19	-3
			Black Women	1	1	0
			Hispanic Men	94	106	-12
			Hispanic Women	24	29	-5
			Asian Men	3	4	-1
			Asian Women	1	0	1
			Native American Men	1	1	0
			Native American Women	0	0	0
GS 12	400	453	White Men	188	224	-36
			White Women	44	51	-7
			Black Men	14	12	2
			Black Women	3	4	-1
			Hispanic Men	112	125	-13
			Hispanic Women	22	21	1
			Asian Men	12	11	1
			Asian Women	1	2	-1
			Native American Men	2	2	0
			Native American Women	2	1	1
GS 9-12	805	886	White Men	323	365	-42
			White Women	102	118	-16
			Black Men	34	36	-2
			Black Women	7	8	-1
			Hispanic Men	248	266	-18
			Hispanic Women	67	69	-2
			Asian Men	15	15	0
			Asian Women	3	3	0
			Native American Men	4	5	-1
			Native American Women	2	1	1
GS 13	266	353	White Men	131	200	-69
			White Women	19	31	-12
			Black Men	3	6	-3
			Black Women	1	2	-1
			Hispanic Men	96	87	9
			Hispanic Women	13	17	-4
			Asian Men	3	7	-4
			Asian Women	0	1	-1
			Native American Men	0	2	-2
			Native American Women	0	0	0

Category	Total		EEO Groups	FY02	FY01	VAR
	FY02	FY01				
GS 14	58	90	White Men	30	57	-27
			White Women	3	5	-2
			Black Men	1	2	-1
			Black Women	0	0	0
			Hispanic Men	20	21	-1
			Hispanic Women	3	3	0
			Asian Men	0	1	-1
			Asian Women	0	0	0
			Native American Men	1	1	0
			Native American Women	0	0	0
GS 15/SES	26	30	White Men	18	20	-2
			White Women	1	4	-3
			Black Men	0	0	0
			Black Women	0	0	0
			Hispanic Men	6	5	1
			Hispanic Women	0	0	0
			Asian Men	1	1	0
			Asian Women	0	0	0
			Native American Men	0	0	0
			Native American Women	0	0	0
GS 13-15/SES	332	473	White Men	161	277	-116
			White Women	23	40	-17
			Black Men	4	8	-4
			Black Women	1	2	-1
			Hispanic Men	122	113	9
			Hispanic Women	16	20	-4
			Asian Men	4	9	-5
			Asian Women	0	1	-1
			Native American Men	1	3	-2
			Native American Women	0	0	0

Category	Total		EEO Groups	FY02	FY01	VAR
	FY02	FY01				
WG/WD 1-4	7	14	White Men	3	3	0
			White Women	0	0	0
			Black Men	0	0	0
			Black Women	0	0	0
			Hispanic Men	4	9	-5
			Hispanic Women	0	1	-1
			Asian Men	0	1	-1
			Asian Women	0	0	0
			Native American Men	0	0	0
			Native American Women	0	0	0
WG/WD 5-9	61	60	White Men	20	20	0
			White Women	2	2	0
			Black Men	3	3	0
			Black Women	0	0	0
			Hispanic Men	35	34	1
			Hispanic Women	0	0	0
			Asian Men	1	1	0
			Asian Women	0	0	0
			Native American Men	0	0	0
			Native American Women	0	0	0
WG/WD 10	83	84	White Men	27	27	0
			White Women	0	0	0
			Black Men	1	1	0
			Black Women	0	0	0
			Hispanic Men	54	55	-1
			Hispanic Women	0	0	0
			Asian Men	1	1	0
			Asian Women	0	0	0
			Native American Men	0	0	0
			Native American Women	0	0	0
WG/WD 11-12	35	41	White Men	16	17	-1
			White Women	0	0	0
			Black Men	1	1	0
			Black Women	0	0	0
			Hispanic Men	18	23	-5
			Hispanic Women	0	0	0
			Asian Men	0	0	0
			Asian Women	0	0	0
			Native American Men	0	0	0
			Native American Women	0	0	0

Category	Total		EEO Groups	FY02	FY01	VAR
	FY02	FY01				
WL/WN/WS 5-9	11	10	White Men	3	3	0
			White Women	0	0	0
			Black Men	0	0	0
			Black Women	0	0	0
			Hispanic Men	8	7	1
			Hispanic Women	0	0	0
			Asian Men	0	0	0
			Asian Women	0	0	0
			Native American Men	0	0	0
			Native American Women	0	0	0
WL/WN/WS 10-11	19	16	White Men	6	4	2
			White Women	0	0	0
			Black Men	1	1	0
			Black Women	0	0	0
			Hispanic Men	12	11	1
			Hispanic Women	0	0	0
			Asian Men	0	0	0
			Asian Women	0	0	0
			Native American Men	0	0	0
			Native American Women	0	0	0
WL/WN/WS 12-19	6	6	White Men	2	2	0
			White Women	0	0	0
			Black Men	0	0	0
			Black Women	0	0	0
			Hispanic Men	4	4	0
			Hispanic Women	0	0	0
			Asian Men	0	0	0
			Asian Women	0	0	0
			Native American Men	0	0	0
			Native American Women	0	0	0

Section 3. Complaint Activity

Proactive management of complaints continues to be a major focus in the complaint management arena. Face to face contact with potential complainants has proven to be an effective method to educate the individuals on the complaint process, and to redirect their nondiscriminatory matters to the correct forum. Mediation, the preferred Alternate Dispute Resolution (ADR) method, has proven to be successful in resolving complaints during the early stages. Of the total complaints filed in FY02 there were a total of 13 complaints settled through ADR and a total of 27 potential complaints that were mediated.

3.1 Pre-Complaints

Pre-complaints filed for FY02 decreased from the previous year. There were a total of 42 pre-complaints recorded in FY02, a decrease of 2 from 44 recorded for FY01.

3.2 Formal Complaints

The number of formal complaints filed for FY02 slightly decreased from the number of formal complaints filed in FY01. There were a total of 23 formal complaints recorded in FY02, a decrease of 1 from 24 recorded for FY01. Of the 23 formal complaints filed, 10 were mediated with 7 being settled; 13 are awaiting a hearing by an Equal Employment Opportunity Commission (EEOC) Administrative Judge (AJ) and an Office of Complaints Investigation (OCI) investigation is pending on 9. There are no complaints awaiting Final Agency Decision (FAD) and 1 pending written notification.

Basis	Total Bases FY 02
Race	5
Age	5
Sex	4
National Origin	6
Disabilities	5
Reprisal	9
Equal Pay Act	0
Issues	Total Issues FY 02
Duty Assignments	1
Evaluation/ Appraisal	3
Harassment/Non-sexual	4
Promotion/Non selection	12
Disciplinary Action	3
Termination	0
Time & Attendance	0
Duty Hours	0
Pay	1
Awards	0
Reassignment	0
Training	0

Section 4. Strategic Planning and Results

Through an aggressive Equal Employment Program, promotion and encouragement of activities and initiatives such as the Alternative Dispute Resolution (ADR) program, work force and supervisory EEO training, education of the work force through ethnic observances, outreach efforts, developing a web page, and devising a complaints tracking data base, are examples of some of the initiatives used.

4.1 Initiatives and Activities

4.1.1 Alternative Dispute Resolution

Work place disputes are channeled through the Alternative Dispute Resolution Program so that mediation and/or other attempts at resolution can be offered. Twenty-seven (27) mediations were conducted in FY 02 at a cost avoidance of \$213,300 (based on an estimate of \$7,900 per mediation session). A number of informal interventions were conducted which resulted in successful problem resolution.

4.1.2 EEO Training

Consideration of Others (C02) Program is conducted for all soldiers and civilians. Facilitators hold small group training sessions quarterly with members of their directorates. Topics covered were prevention of sexual harassment (POSH), racism, sexism, conflict resolution, discrimination, and violence in the workplace.

White Sands developed a supervisory course that covers management-employee relations issues; EEO, POSH, diversity, disability issues, communications, conflict resolution skills building, and violence in the workplace. Over 200 supervisors and leaders receive annual training.

In FY 02, the work force was trained on Prevention of Sexual Harassment (POSH), Disability Awareness, Diversity, and Complaints.

4.1.3 Ethnic Observances

Directors were appointed by the Commanding General to sponsor, organize and conduct ethnic observances. They hosted ethnic observances for Dr. Martin Luther King, Black History Month, Women's History Month, Holocaust Observance, Women's Equality Day, Asian American/Pacific Islander Heritage Month, Hispanic Heritage Month, National Disability Employment Awareness Month, and Native American Heritage Month. These observances included local community guest speakers, luncheons, displays, demonstrations, movies, workshops, and training seminars, which reflected the cultural heritage of our work force.

4.1.4 Special Emphasis Program Management (SEPM) Programs

Special Emphasis Program Managers (SEPM's) recognize not only their mission to include support and council to the WSMR Commander and Command Group in matters concerning gender and ethnic sensitivity, but also to educate the work force and increase the level of awareness and sensitivity of the WSMR community. SEPM's also assure equal opportunity in hiring, training, and advancement for minorities and assist in eliminating those factors and barriers which may serve to exclude or hinder minorities from the mainstream of employment.

The SEPM's meet with their committees on a monthly basis. The Federal Women's Program (FWP) is doing outreach to female engineer and scientist organizations at the local universities. Encouraging their members to consider employment at White Sands Missile Range. The FWP is exploring hosting a "Expanding Your Horizons" conference, Spring FY03. This is a conference sponsored throughout New Mexico by the New Mexico Network for Women in Science and Engineering. The conference encourages

young women to consider careers in science and engineering through a series of workshops, presentations, speakers, and tours. The FWP manager has signed up with MentorNet, an e-mentoring network for women in science and engineering. The mission of MentorNet is to further women's progress in scientific and technical fields through the use of a dynamic, technology-supported mentoring program and to advance women in society, and enhance engineering and related sciences, by promoting a diversified, expanded and talented workforce. The FWP manager has been assigned a protégé who is a third year student in Industrial Engineering at North Carolina State University. They have traded emails and will report on how the experience works out. Eventually the FWP manager will make a recommendation to the FWP committee members and other SEPM's on the value of the program. The FWP suggests that the Inspector General's (IG) office of WSMR initiate another climate survey for WSMR. It has been over two years since the last climate survey was completed.

The American Indian/Alaskan Native Program (AI/ANP) had limited success in past recruiting efforts limited to the west and southwest. The AI/ANP will be expanding their recruitment to Indian colleges and universities throughout the country this year. Their recruiting goals include trips to campuses focusing on engineering/electronic technology: Southwestern Indian Polytechnic Institute in Albuquerque, University of NM in Albuquerque, Dine' College of Tsaile, AZ, and Haskell Indian Nations University of Lawrence, KS. The AI/ANP manager will continue to work with the NM Advisory Board of the US Commission on Civil Rights and the National Indian Youth Council Employment and Training Program in identifying and eliminating barriers to employment. The Native American workforce at WSMR is near parity, but there is still room for improvement. The AI/ANP's goal is to increase representation of Native American females in the engineering and clerical fields.

The Hispanic Employment Program (HEP) is doing outreach to engineer and scientist organizations at the local universities and grade schools in the area. The HEP has partnered with the local White Sands Chapter of the Society of Mexican American Engineers and Scientists (MAES). This partnership has supported Career Day speakers, Science Fair judges, student tutoring and mentoring through the MAES Blast-Off Program. During Engineering Week, Feb 03, the HEP manager and MAES have agreed to host tours, demonstrations, and workshops on engineering for the local area schools. The HEP manager is a Ex-Officio board member of the El Paso Chamber of Commerce and cooperates in outreach endeavors that benefit both El Paso and the WSMR community.

The Black Employment Program (BEP) manager had several successful recruiting trips this past year to include the Black Engineers Convention in Feb 02, trips to Alabama State University and Prairie View A&M University (Apr 02), University of Arkansas at Pine Bluff and Southern University A&M (Oct 02), North Carolina A&T and Hampton University (Nov 02). Two interns and one co-op were recruited to WSMR. The BEP and Blacks in Government (BIG) continue to cooperate in joint efforts with many educational events for Black History month observances each February. Events include expert speakers on current events, historical/educational displays, and mentoring Black youth. The BEP has Science Advisors (SCIAD) to youth and works with the Advancement via Individual Determination (AVID) school program. Members on the BEP committee work with the El Paso Chamber of Commerce in outreach and coordinating events of mutual benefit to both WSMR and El Paso. The BEP has established working relationships with the NMSU and UTEP Black Studies Programs, and HBCU's.

The Disabilities Awareness Program (DAP) committee represented by both disabled and non-disabled employees. It's membership included many subject matter experts who contributed to a well rounded installation committee to include personnel from public affairs, legal, medical, safety, architecture, transportation, policy, finance, the Exceptional Family Member Program, technical, engineering, administrative, management, and EEO. The committee assisted in providing reasonable accommodations to disabled employees and promoted Disability Awareness via such means as news stories, posters, and videos. DAP installation facility accomplishments included ramps, curb cuts, parking spaces, accessible water fountains, accessible rest rooms, automated doors, lifts, elevators, and public porta-potties at remote sites.

Under SEPM Objective 1: Recruiting, accomplishments include attending recruiting trips such as the MAES Conference (Oct 01) and the American Indian Science & Engineering Society (AISES) Convention

(Nov 01); the Black Engineering Convention (Feb 02); attending the Minority College Relations Program (MCRP) workshop (Feb 02); the National Society of Black Engineers Conference (Mar 02); the Federal Asian Pacific American Conference (May 02), meeting with the Workforce Operations Director to obtain recruiting information (Apr 02); networking with the Engineer and Science Career Program Manager and Committee; visiting New Mexico State University (NMSU), University of Texas at El Paso (UTEP), and NM School of Mines in Socorro, NM for the purpose of recruiting (2001-2002) and recruiting through the President's Committee for Federal Employment of Students with Disabilities - Work Force Recruitment Program (WRP).

Under SEPM Objective 2: Education, accomplishments include National Indian Youth Council Employment & Training Program meetings (multiple meetings in 2001-2002) to assess skill levels of Indian youth in the Albuquerque area and share job opportunities at WSMR; Mediation training by EEO for Federally Employed Women (FEW) in Las Cruces, NM (May 02); Reasonable Accommodation training for WSMR supervisors (Apr/Jun/Aug 02); attending the Minority College Relations Program (MCRP) workshop (Feb 02); attending conferences to include the American Indian Science & Engineering Society (AISES) Convention (Nov 01), the Federal Asian Pacific American Conference (May 02); IMAGE (May 02), FEW (Jul 02), and Blacks In Government (BIG) (Aug 02); Reaching New Heights Mentorship Program (a 9 month program for the class of 2002); and assisting Directorates in ethnic observances and workshops (FY02).

Under Objective 3: Eliminating Barriers to Employment, accomplishments include reviewing statistics of women and minorities in conjunction with the annual AEP and identifying possible barriers to employment (Nov 01); briefing the CG/Directors/supervisors on Reasonable Accommodation (Apr/Jun/Aug 02); working with the CPAC on application procedures for employment of interns/CO-Ops (Jul 02); coordinating Federal Employees Compensation Program cases with Civilian Personnel Advisory Center (CPAC) to assure light duty placements, flexi-place arrangements, and placement accommodations were made for employees injured on the job, which assisted employees to remain productive members of the work force and precluded employees from going on the long term workers' compensation rolls; and endorsing the Mentorship Program to maximize participation by women and minorities.

4.1.5 EEO Initiatives

Updated EEO Web Page under WSMR Home Page. As soon as it goes on-line, EEO will advertise career development and training opportunities for women and minorities. It will also embody information and guidance on Prevention of Sexual Harassment (POSH), alternative dispute resolution, redress of workplace dissatisfaction issues, the EEO complaint process, disability accommodation procedures, ethnic observances, EEO statistics, workforce profile information, Special Emphasis Programs and other EEO issues.

The AEP may be accessed through the WSMR web page:

www.wsmr.army.mil > Visitors > Community Info. > Publications > AEP 2002

As part of the WSMR succession planning, completed the third year of the "Reaching New Heights" Professional Development Program. This nine month personal and career development program paired civilian employees with higher level personnel who served as coaches, addressed goal setting, career development, presentation skills, time management, leadership, positive image, team essentials, writing and speaking skills, conflict resolution, resumes, and reaching new height aims. The program's requirements included attending development workshops, writing a book report, attending a university course, and completing and reporting on a research project of benefit to the installation. Sixteen employees participated in the 2002 program. Sixty-three percent of the participants were women and minorities.

Developed the Executive Development Succession Planning program. This leadership development program prepares higher-graded civilian employees (i.e., GS 13-14) for assuming key leadership positions. It incorporates developmental assignments, technical training courses, leadership

enhancement assignments and strategic planning responsibilities into a program tailored to meet the Army's succession needs of the future. The program is administrated by the Workforce Operations Directorate, and began in FY 2001.

Participated in WSMR Strategic Planning initiative. The EEO program is represented in the WSMR Strategic Plan in the Human Resources Plan and Quarterly Performance Reviews. Objective 4 of Goal 2-1, Personnel Management of the People/Infrastructure Section of the WSMR Strategic Plan targets the reduction of EEO complaints and grievance costs. Baselines, targets and metrics are established and reviewed on a quarterly basis by the installation's senior leadership. The Human Resources Plan reinforces these objectives. Initiatives to include EEO and supervisory training, the Professional Development and Executive Development Succession Planning Programs, CO2 training, ADR program, ethnic observances, LEAD training and recruitment and outreach strategies, contributed to achieving the established goals. Internal EEO process improvement objectives were established and were tracked quarterly.

Completed Ethnic Observances. A memorandum providing guidance for conducting ethnic observances was developed to assist directors in the development of ethnic observance programs. See Appendix A.

Partnered with the Workforce Operations Directorate (Human Resources), the Occupational Health Officer, Disability Awareness Program Manager, and the Safety office to create a process flow diagram and procedural description of the Reasonable Accommodation process. See Appendix H.

Appointed Special Emphasis Program Managers (SEPMS). The Commanding General appointed six WSMR personnel to serve in these collateral duty positions: Federal Women's Program Manager, Hispanic Employment Program Manager, Black Employment Manager, Disabilities Awareness Program Manager, Asian/Pacific Islander Program Manager, and Native American Program Manager. These individuals are responsible for serving as the installation's designees on matters involving the special needs of minorities, women and employees with disabilities with respect to employment at U.S. Army White Sands Missile Range. The SEPMS met monthly, defined and worked to accomplish their objectives, and assisted in recruitment efforts to reduce underrepresentation of women, minorities and employees with disabilities in the workplace.

4.1.6 Program Administration

Developed databases and reports to track complaints processing, witness lists, interpreter costs, DOD Computer/Electronic Accommodations Program (CAP) savings, placement of injured workers cost avoidance, internal suspense system, and EEO compliance reports.

4.1.7 Community Outreach

The Hispanic Employment Program Manager partners with the Society of Mexican American Engineers and Scientists to provide tutoring and mentoring to the local public school students through MAES' Project "Blast Off".

The Federal Women's Program Committee began exploring an "Adopt a School" initiative with the White Sands elementary school to encourage students to pursue an interest in science and engineering.

The Black Employment Program has Science Advisors (SCIAD) to youth and works with the Advancement Via Individual Determination (AVID) program and local university Black Studies programs.

The Native American Program works with the National Indian Youth Council Employment and Training Program.

4.2 Status of Current Year Objectives and Action Items

FY 2002 objectives included providing job opportunities to eliminate and reduce underrepresentation and also to provide women and minorities opportunities to compete for higher graded positions.

4.2.1 Program Element: Work Force

Problem/Barrier Statement: Underrepresentation of EEO groups within PATCOB, Major Occupations, General Schedule and Blue Collar work force

Objective: To provide job opportunities for women and minorities in an effort to reduce or eliminate underrepresentation

Responsible Official: EEO, CPAC, Managers and Supervisors, Special Emphasis Program Managers (SEPMS)

Target Date: 30 September 2002

Action Items:	Responsible Official	Status
Meet with Managers and CPAC to discuss developmental opportunities for women and minorities into under-represented occupations.	EEO, SEPMS, CPAC	Continuous; On-going
Develop and distribute an AEP Guide Book for Managers, and hold managers accountable for setting goals and objectives for recruiting women and minorities within their organizations.	EEO, Managers, SEPMS	Not completed
Ensure that WSMR organizations host Ethnic Observances to broaden awareness by all on the ethnic diversity of the workforce.	EEO	Completed FY01

Summary of Accomplishments:

The Special Emphasis Program Managers met with the Chief, CPAC to discuss recruiting strategies and procedures for attracting students to participate in the programs offered at White Sands. Actions accomplished include establishment of a new Engineer and Science Career Program Manager; attendance of SEPMS at career fairs; purchase of promotional items; attendance at minority college relations workshop; and attendance at ethnic/special conferences.

Ethnic observance responsibilities were assigned to separate organizations on post, and resulted in a greater participation by the workforce.

4.2.2 Program Element: Recruitment

Problem/Barrier Statement: Underrepresentation of women and minorities exist within the PATCOB, Major Organizations, General Schedule and Blue Collar work force. Due to downsizing, limited recruiting/hiring is actually taking place.

Objective: To reduce or eliminate underrepresentation.

Responsible Official: EEO, Managers, CPAC, SEPMS

Target Date: 30 September 2002

Action Items:	Responsible Official	Status
Establish pre-recruitment contacts on campus with minority, Hispanic and women's organizations so that minorities are interviewed by local recruiters for intern positions.	EEO, CPAC, SEPMS	Planned for FY02
Participate in Engineers Day, Government Career Days, and Engineer Career Day	EEO, Managers, SEPMS	Completed; On-going
Use student trainee/co-op programs	EEO, CPAC, Managers	Continuous; On-going
Use VRA and DVAAP appointments, or other special hiring authority in addition to OPM registers to recruit men for clerical positions.	EEO, CPAC, Managers	Continuous; On-going

Summary of Accomplishments:

Attended recruiting trips: MAES Conference (Oct 01); American Indian Science & Engineering Society (AISES) Convention (Nov 01), Black Engineering Convention (Feb 02), the Minority College Relations Program (MCRP) workshop (Feb 02); the National Society of Black Engineers Conference (Mar 02); the Federal Asian Pacific American Conference (May 02), meeting with the Workforce Operations Director to obtain recruiting information (Apr 02); networking with the Engineer and Science Career Program Manager and Committee; visiting New Mexico State University (NMSU), University of Texas at El Paso (UTEP), and NM School of Mines in Socorro, NM for the purpose of recruiting (2001-2002) and recruiting through the President's Committee for Federal Employment of Students with Disabilities - Work Force Recruitment Program (WRP).

Met with CPAC to obtain recruiting information (Jul 02).

Met with CO-OPS/Interns to encourage their interest in employment at WSMR (Jul 02).

Established contact with Historical Black Colleges and Universities (HBCU's), Hispanic Serving Institutes and American Indian Institutes for purposes of recruiting minority students for co-op and intern positions.

4.2.3 Program Element: Training

Problem/Barrier Statement: Underrepresentation of women and minorities in high grade positions.

Objective: To provide opportunities for women and minorities to compete for high grade positions.

Responsible Official: EEO, CPAC, SEPMS

Target Date: 30 September 2002

Action Items:	Responsible Official	Status
Continue "Reaching New Heights" Professional Development Program	EEO	Completed; Ongoing
Implement developmental opportunities for women and minorities to shadow senior grade personnel (GS-14)	Managers, CPAC, SEPMS	Completed; Ongoing
Prepare/present briefings to educate/train.	EEO, SEPMS	Completed; Ongoing
Obtain training for SEPMS.	EEO	Completed; Ongoing
Prepare/write articles to educate work force.	EEO, SEPMS	Completed; Ongoing

Summary of Accomplishments:

Sixteen employees completed the Professional Development program. Ten of the participants were women and minorities. Feedback from participants will be used to improve program.

Senior managers allowed temporary promotion opportunities for women and minorities to shadow them in the daily routines such as attending high level meetings, decision making, etc. This opportunity gave personnel an insight into what a management position entails and prepares these individuals for career progression. The Executive Development Succession Planning Program was developed to prepare higher-graded employees for assuming key leadership positions.

Prepared/presented briefings: Reasonable Accommodation, Diversity and CO2 briefing by EEO to CG, Directors and Supervisors (Apr/Jun/Aug 02)

Wrote articles to inform/educate the work force of EEO/SEP issues.

4.3 Planned Objectives and Actions Items for Next FY

Planned objectives for FY 2003 include providing job opportunities for women and minorities, reducing or eliminating underrepresentation, analyzing training needs and improving internal EEO office operations.

4.3.1 Program Element: Work Force

Problem/Barrier Statement: Underrepresentation of EEO groups within PATCOB, Major Occupations, General Schedule and Blue Collar work force exists.

Objective: To provide job opportunities for women and minorities in an effort to reduce or eliminate underrepresentation.

Responsible Official: EEO, CPAC, Managers, and SEPMS

Target Date: 30 September 2003

Action Items:	Responsible Official	Target Date
Compare workforce to Civilian Labor Force (CLF) statistics and determine under-represented groups.	Managers, EEO, SEPMS	30 Sep 03
Establish Engineer & Science Career Program Day at WSMR	CPAC, EEO	30 Sep 03
Continue to work with management and CPAC to discuss Developmental Opportunities for women and minorities into under-represented occupations.	Managers, EEO, CPAC	30 Sep 03
Continue to establish upward mobility positions	Managers, EEO, CPAC	30 Sep 03

4.3.2 Program Element: Recruitment

Problem/Barrier Statement: Underrepresentation of women and minorities exist within the PATCOB, Major Organizations, General Schedule and Blue Collar work force due to a decrease in the work force.

Objective: To reduce or eliminate underrepresentation

Responsible Official: EEO, CPAC and SEPMS

Target Date: 30 September 2003

Action Items:	Responsible Official	Target Date
Recruit students from HBCU's, Hispanic Serving Institutes, and American Indian Institutes for CO-OP and intern positions.	EEO, CPAC, SEPMS	30 Sep 03
Participate in Engineers Day, Government Career Days, and host Engineers Career Day at White Sands.	EEO, CPAC, SEPMS	30 Sep 03
Continue developing WSMR Recruiting Plan	CPAC, , EEO, SEPMS	30 Sep 03

4.3.3 Program Element: Training

Problem/Barrier Statement: Underrepresentation of women and minorities in high grade positions.

Objective: Assure training needs are analyzed, prioritized and provided.

Responsible Official: EEO, CPAC and Managers

Target Date: 30 September 2003

Action Items:	Responsible Official	Target Date
Execute "Reaching New Heights Professional Development Program"	EEO, CPAC, Managers	30 Sep 03
Implement Executive Development Succession Planning Program	CPAC	30 Sep 03
Recruit/Train New Counselors on Mediation, Counseling, the Consideration of Others (CO2) Program	EEO	30 Sep 03
Sponsor educational luncheons.	SEPMS	30 Sep 03
Assess the number of women & minorities who attended long-term training.	EEO, SEPMS	30 Sep 03

4.3.4 Program Element: EEO Complaints

Problem/Barrier Statement: High volume of workplace conflicts, which impede mission accomplishment.

Objective: Increase resolution of complaints.

Responsible Official: EEO, CPAC and Managers

Target Date: 30 September 2003

Action Items:	Responsible Official	Target Date
Train Mediators	EEO	30 Sep 03
Use OCI Mediators	EEO, OCI	30 Sep 03
Train Managers in complaint resolution	EEO	30 Sep 03
Promote CO2 training for Managers	EEO, CPAC	30 Sep 03

Section 5. Summary

In summary this report initially began with an introduction, executive summary, the Commanding General's policy statement, and an organization chart.

Next, the AEP report showed statistical analysis of the work force by gender and ethnic group. This analysis revealed that the largest group, White Men, comprised 36.9% of the overall work force; next largest group, Hispanic Men, equated to 32.09%; White Women represented 13.77%; Hispanic Women, 10.49%; Black Men represented 2.97%; Asian Men, 1.28%; Black Women, .97%; Native American Men, .4%; Asian Women, .97%; and the smallest group, Native American Women, .2%.

Representation of minorities and women from FY98 through FY02 were depicted in Section 2 of the AEP report. Analyses revealed that men comprised 76% and women made up the other 24% of the total work force. Overall increases or decreases within gender were not significant. Representation of white and minorities showed white at 46% and minorities equating to 54%. Regarding individuals with disabilities, 16.63% of the work force are disabled, with 1.48% having severely targeted disabilities.

Then, a pie chart of the total work force was broken down by PATCOB to give a clear, concise picture of the percentages represented by each group. The Professional category represented 27.84% of the overall work force, while Administrative, Technical, Clerical, Other, and Blue Collar represented 22.21%, 21.03%, 4.5%, 9.06%, and 15.35%, respectively.



Next, charts showing a comparison between FY02 and FY01 with the CLF for each major occupational category displayed. In looking at the various categories within each PATCOB to determine the most significant underrepresentation in comparison to the CLF, the charts revealed that White Women had the next highest underrepresented group under the Professional category, showing that 23.3% was needed for parity. Under the Administrative category, White Women needed 13.44% to reach parity and White Men reflected 14.22% under parity for this category and Black Women were 3.92%. Under the Clerical, Other, and Blue Collar categories, Hispanic Women were underrepresented by 9.29%, 8.21%, and 2.97%, respectively. Hispanic Women illustrated 22.28% needed for parity with the CLF under the Technical category.

Major occupations, which included General Engineer, Electronics Engineer, Engineering Technician, and Electronics Technician, were looked at to determine which groups are underrepresented and then target those groups for recruitment within each occupational category. The highest underrepresentation was for women in the Electronic Engineer category, followed closely by the significant underrepresentation of women in the Electronics Technician category.

Section 3, Strategic Planning and Results was developed at length to include initiatives and activities, such as, the Alternative Dispute Resolution program, EEO training, Special Emphasis Program Management programs, development of a Home Page, Professional and Executive Development Programs, partnering with our Workforce Operations (Human Resource) office, and community outreach programs. The status of current year objectives, along with action items and summary of accomplishments was provided. Current program elements included work force, recruitment, and training; while, planned program elements included work force, recruitment, training, and EEO complaints. Each element lists the action items, the responsible official, and target dates for accomplishment.

* Significant defined as: Increase or decrease of 10 or more employees.

Appendix A Reference Documents



U.S. Army White Sands Missile Range

Commander's Guidance

CG-09-01

29 NOV 2001

EQUAL OPPORTUNITY AND EQUAL EMPLOYMENT OPPORTUNITY

I am personally committed to ensuring Equal Opportunity and Equal Employment Opportunity for all soldiers, employees, and applicants for employment at White Sands Missile Range. It is the right of all people to be protected from discrimination in employment regardless of race, color, religion, sex, national origin, age, or mental or physical disability.


Equal opportunity and employment opportunity are the responsibility of each soldier and member of the White Sands' team and in particular the leadership. All directors, managers, supervisors, and military leaders will support the principles of equal opportunity, equal employment opportunity, and affirmative action when making personnel decisions.

Discrimination and sexual harassment, whether real or perceived, affect soldier and employee morale and well-being, interfere with mission accomplishment, and have a negative impact on readiness. Employees who want to file a formal complaint of harassment and preserve their legal rights must contact the Equal Employment Opportunity Office within 45 calendar days of the occurrence. Discriminatory practices interfere with duty performance by creating a hostile, intimidating, or offensive work environment. Discrimination, sexual harassment and adverse treatment of employees because they report harassment or provide information related to complaints will not be tolerated.

I charge all leaders with the responsibility to prevent discrimination and sexual harassment. Ensure your soldiers and employees know and understand the laws regarding equal opportunity, equal employment opportunity, and sexual harassment. All of us must be cognizant of activities going on within our organizations and take swift and appropriate action when necessary to correct injustices.

It is crucial we continue our support of equal opportunity and equal employment opportunity during these times of change and uncertainty.

This guidance supersedes CG-15-99.



WILLIAM F. ENGEL
Brigadier General, USA
Commanding

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Figure A-1 Equal Opportunity and Equal Employment Opportunity
A-1



U.S. Army White Sands Missile Range



Commander's Guidance

CG-10-01

29 NOV 2001

PREVENTION OF SEXUAL HARASSMENT

The Department of Army is committed to providing a work environment free of sexual harassment. Sexual harassment in the workplace can ruin careers, destroy a victim's health, lower productivity, and cost an organization millions in legal and settlement fees. I am totally committed to the Army's policy. Our soldier and civilian teammates must be treated with dignity and respect.


Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature and is an exercise of power, domination, and control. Both men and women can be victims of sexual harassment by anyone in the workplace – supervisors, co-workers, employees, or non-employees. All soldiers and employees have a role to play in assuring a professional environment conducive to getting the job done. I charge each individual with the responsibility to maintain a professional attitude, treat others with dignity and respect, and monitor his/her own behavior.

It is imperative that installation leaders take positive action to ensure a work place free of sexual harassment. I hold leaders and management responsible for setting a good example; actively monitoring the work environment; publicizing and supporting the installation's prevention of sexual harassment policy; keeping subordinates informed on penalties for discrimination; providing sexual harassment training; conducting swift, fair inquiries into allegations; and taking appropriate disciplinary action.

Sexual harassment is an inappropriate behavior which, in working together, we can prevent from occurring at the work place. The education of all soldiers and employees and a strong commitment to prevent sexual harassment are essential.

There is zero tolerance for error with this policy.

This guidance supersedes CG-16-99.


WILLIAM F. ENGEL
Brigadier General, USA
Commanding

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Figure A-2 Prevention of Sexual Harassment



U.S. Army White Sands Missile Range



Commander's Guidance

CG-11-01

29 NOV 2001

MEDIATION PROCESS

It is the policy of White Sands Missile Range to offer voluntary mediation to address any conflict, dispute, complaint, grievance, or other dissatisfaction arising in the work place. Voluntary participation in this process will not adversely affect any individual's statutory and/or regulatory avenues of redress such as equal employment opportunity (EEO) complaints, inspector general (IG) complaints, formal grievances, appeals, etc. The Mediation Center, located in the Office of Equal Employment Opportunity, provides program guidance and coordinates the voluntary mediation program.


Voluntary mediation has proven to be an effective method of resolving work place conflict and is best described as assisted negotiations between two parties with impartial mediators facilitating the process, but representing neither side of the dispute. It is a private process with each party empowered to determine whether an agreement is possible or necessary. Mediation is one of the most powerful tools in resolving conflict in that the two parties retain control over decisions and agreements rather than relinquishing that power to a third party adjudicator. Mediation is particularly useful when the two parties must continue some type of relationship (i.e., such as co-workers, subordinate to a supervisor, etc.).

I strongly encourage all range members to consider voluntary mediation as a means of resolving work place dissatisfactions as they arise, especially when the following conditions exist:

- a. There is a requirement or desire for a future working relationship with the other party.
- b. The parties want to retain personal control of the process used to resolve the dispute.
- c. A quick, potentially less stressful, resolution is desired.

Contact the Mediation Center at 678-1291 for more information about the process if mediation appears to be an alternative in any conflict or dispute.

This guidance supersedes CG-17-99.


WILLIAM F. ENGEL
Brigadier General, USA
Commanding

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Figure A-3 Mediation Process



U.S. Army White Sands Missile Range



Commander's Guidance

CG-13-01

27 DEC 2001

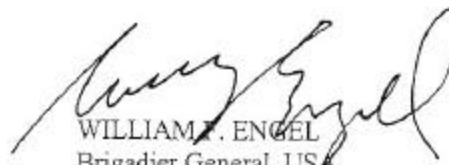
CONSIDERATION OF OTHERS PROGRAM

Physical and cultural changes in our Army have created and will continue to create pressures and stresses on soldiers and civilian employees. While the constants of values and traditions throughout our Army's history have sustained it, the threat of change makes it essential that the Army have a program to foster and strengthen the installation climate within each directorate, reinforcing the importance of trust, teamwork, dignity, and respect for others. The Consideration of Others (CO2) Program provides a tool for us to build and maintain a value-based Army. I fully endorse Major General John J. Marcello's Commander's Policy Memorandum #2 – Consideration of Others (CO2) Program dated 1 October 2001. I am committed to ensuring each member of the work force is treated with the dignity and respect the CO2 program fosters.

It is incumbent upon each of us to encourage a positive climate, eliminate all forms of harassment and discrimination, and develop a culture in which we treat one another with dignity and respect. If we are to assimilate Consideration of Others as an organizational value and internalize it on an individual basis, we must also institutionalize it through an educational program. That program gets its strength from a focus on small group discussions. For the program to be effective, we must each buy into the concept and not tolerate violations. When incidents occur, immediate corrective action must be taken.

I consider our soldiers and employees to be our most important resource. Consideration of others is an essential ingredient in our work ethic. It is integral to the trust and cohesion manifested by successful organizations.

This guidance supersedes CG-07-00.


WILLIAM F. ENGEL
Brigadier General, USA
Commanding

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Figure A-4 Consideration of Others Program



U.S. Army White Sands Missile Range



Commander's Guidance

CG-12-01

29 NOV 2001

DA POLICY ON DISABLED EMPLOYEES

It is Department of the Army (DA) policy that employees who become disabled due to an off-the-job illness or injury will be considered for continued employment in their current or a different position. Where feasible, efforts will be made to accommodate their disability through adjustment of job duties and/or job environment. Supervisors need to be alert for indications when an employee is experiencing increasing difficulties in the performance of his/her duties. Early detection and intervention will often result in resolution of situations which, if permitted to continue, are likely to degenerate beyond acceptable levels of performance.

Employees who are disabled as a result of an off-the-job illness or injury are responsible for providing current, specific medical documentation that fully reflects the nature, extent, and duration of their disability to their immediate supervisor. The documentation must address what the medical condition is and how it is affecting their job performance. Supervisors will take immediate steps to temporarily accommodate the employee's disability and will forward the documentation and description of the temporary accommodations to the EEO office (Program for Individuals with Disabilities (PID)). The PID manager will coordinate the actions with the Occupational Health Officer (OHO) and will discuss the OHO's recommendations with the employee's supervisor. If the disability requires referral to other positions, I expect selecting officials to accept employees thus referred unless they present compelling evidence, in writing, that the employee can not perform the duties of the position.

The steps required to provide appropriate accommodations may vary according to the nature and extent of the illness/injury. Some employees may not be accommodated if the illness/injury is long-term or permanent and may have to be separated for disability. Supervisors must work very closely with their chain of command, PID manager, and the OHO in determining what courses of action are appropriate in each individual case. Assistance and information are available from the PID manager by calling 678-2831.


I wholeheartedly support DA's policy and I expect full compliance with the established procedures. As a responsible employer, White Sands Missile Range will make every effort to accommodate its disabled employees by offering them continued employment. Employees are, and will continue to be, our most vital resource and the key to providing the level of customer service excellence necessary to achieve our stated long-range strategic goals.

Figure A-5 DA Policy on Disabled Employees

-2-

The policy regarding on-the-job illness or injury accommodation is defined in Commander's Guidance, CG-08-99.

This guidance supersedes CG-09-99.


WILLIAM F. ENGEL
Brigadier General, USA
Commanding

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Figure A-6 A Policy Statement from the Commanding General

31 JAN 2001

MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: Procedures for Organizing and Conducting Special/Ethnic Observances

1. PURPOSE. To establish formal, consistent, and efficient operating procedures for organizing and conducting Special/Ethnic Observances at WSMR in order to increase awareness, educate, and celebrate Special/Ethnic Observances mandated by the Department of Defense.

MARTIN LUTHER KING JR. BIRTHDAY	(CHAPEL)	15 JAN
BLACK HISTORY MONTH	(RM)	1-28 FEB
WOMEN'S HISTORY MONTH	(NR)	1-31 MAR
NATIONAL HOLOCAUST OBSERVANCE	(ES)	1-30 APR
ASIAN/PACIFIC HERITAGE MONTH	(DATTs)	1-31 MAY
WOMEN'S EQUALITY DAY	(TT)	26 AUG
HISPANIC HERITAGE MONTH	(MT)	15 SEP - 15 OCT
NATIONAL DISABILITIES MONTH	(IO)	1-31 OCT
NATIVE-AMERICAN HERITAGE MONTH	(IS)	1-30 NOV

2. SCOPE. These procedures apply to the managers, supervisors, civilian and military personnel within the Command of U.S. Army White Sands Missile Range, New Mexico.

3. REFERENCE.

- a. AR 600-20 Army Command Policy Chapter 6
- b. AR 690-12 dated 4 March 1988

4. RESPONSIBILITIES.

- a. The Commander will establish an annual budget for conducting ethnic observances and will appoint Directors responsible for planning and conducting Ethnic Observances at WSMR.

Figure A-7 Procedures for Organizing and Conduction Special/Ethnic Observances

CSTE-DTC-WS-EEO

SUBJECT: Procedures for Organizing and Conducting Special/Ethnic Observances

b. Directors will support all Special/Ethnic Observances at WSMR and will organize and conduct assigned ethnic observances. The Director will serve as the Chairperson for the observance planning committee.

c. Managers and Supervisors will support ethnic observances at WSMR.

d. The EEO Manager maintains responsibility for Special/Ethnic Observance Program oversight. The Equal Opportunity Advisor (EOA) maintains responsibility for Special/Ethnic Observances Program administration.

5. PROCEDURES

a. The Chairperson forms the committee and will provide the EOA a list of the committee members along with their phone numbers and organization.

b. All events must be reported to the EOA. Events must blend the ethnic observance with past, present, or future Department of Defense operatives.

c. Protocol must be notified when the committee invites guests to attend an event.

d. If the committee proposes to have vendors selling merchandise on post, approval must be received from the Small Business Office.

e. The White Sands Missile Range Public Affairs office will be the exclusive source for publicizing the events to off-post sources. The committee chairperson may publicize on post via e-mail, WSMR-Bull, flyers, etc.

f. Expenditure of funds must be approved by the EOA. The committee must submit a list of all costs and may not spend funds unless approved by the EOA.

g. Events must be scheduled on the Commanding General's calendar at least 30 days before the event takes place. The Director of each observance will announce in the CG's staff call planned events for the month. The committee chair will brief the CG prior to scheduled events. The EEO Manager will be invited to the CG briefing.

h. Upon conclusion of the observance, the committee chairperson will prepare "Thank You Letters" or "Letters of Acknowledgment" or other mementos for external groups, persons, or businesses that assisted the committee in the event.

i. Upon conclusion of the observance, the Committee Chairperson will submit a list of committee members and their respective organizations to the EOA who will prepare memos of appreciation. Verbal acknowledgements will be conducted when appropriate and feasible.

CSTE-DTC-WS-EEO

SUBJECT: Procedures for Organizing and Conducting Special/Ethnic Observances

j. Once the ethnic observance and planned events have concluded, the Chairperson and the committee members will meet to review and discuss the pros and cons of the event results. At this time the Chairperson will turn over to the EOA any unused decorations, posters, or other materials that can be stored for future use.

k. When appropriate, awards will be presented during the observance.

6. Point of Contact is SFC Susanne Able, 678-5890.

DISTRIBUTION:

D



VICKI L. WARREN
Colonel, Military Police
Garrison Commander

Appendix B Definitions

Action Item: Clearly identified step to the attainment of an objective.

Agency: All government entities including executive agencies as defined in Section 102 of Title 5, U.S. Code (including those with employees and applicants for employment who are paid from nonappropriated funds), the United States Postal Service, the Postal Rate Commission, and those units of the legislative and judicial branches of the Federal Government having positions in the competitive service.

Barrier: Personnel principle, policy, or practice that restricts or tends to limit the representative employment of applicants and employees, especially minorities, women, and individuals with disabilities.

Civilian Labor Force (CLF): Persons, 16 years of age or older, excluding those in the Armed Forces, who are employed or seeking employment.

Conspicuous Absence: Particular EEO group that is nearly or totally nonexistent from a particular occupation or grade level in the work force.

Determination of Underrepresentation: A comparison between the percentage of a particular race, national origin group by sex in a category of Federal employment and the percentage of the same group in the appropriate civilian labor force.

Disability: A person who has a physical or mental impairment that substantially limits one or more major life activities; has a record of such impairment; or is regarded as having such impairment.

EEO Groups: Black males, Black females, Hispanic males, Hispanic females, Asian American/Pacific Islander (AA/PI) males, Asian American/Pacific Islander females, American Indian/Alaska Native (AI/AN) males, American Indian/Alaska Native females, White males, and White females.

Employee: Permanent, full, or part-time members of the agency work force including those in excepted service positions. Does not include temporary or intermittent individuals.

Employment Category: The major occupational categories for the White Collar pay system and wage board pay system including: Professional, Administrative, Technical, Clerical, Other, and Blue-Collar (PATCOB).

Fiscal Year: Reporting period from October 1 of one year to September 30 of the following year.

Grade or Pay Level: The specific levels within the prevailing pay structure (General Schedule (GS), Wage Grade (WG), or other).

Major Occupations: Mission oriented occupations or other occupations with 100 or more employees.

Manifest Imbalance: Representation of EEO groups in a specific occupational grouping or grade level in the agency's work force that is substantially below its representation in the appropriate CLF.

Minority: The term minority is intended to include only the following racial and ethnic categories:

American Indian or Alaskan Native (AI/AN)
Asian American or Pacific Islander (AA/PI)
Black (Not of Hispanic Origin) (B)
Hispanic (H)

Multi-Year Plan: An affirmative employment program planning cycle which extends beyond 1 year and is designed to coincide with agency ongoing budgetary and personnel management planning in order to address both long term and short-term goals.

Numerical Objectives (Goals): Quantifiable objective designed to eliminate a manifest imbalance or conspicuous absence of EEO Groups.

Objective: Statement of a specific end product or condition to be attained by a specific date. Accomplishment of an objective will lead to the elimination of a barrier or other problem.

Occupational Categories: The major occupational categories for the white collar and wage board pay systems including Professional, Administrative, Technical, Clerical, Other, and Blue Collar (PATCOB).

On-Site Program Review: Visit by EEOC representatives to an agency installation for the purpose of reviewing program areas such as program management, data collection, monitoring and evaluation, personnel practices, barrier analysis, prevention of sexual harassment, training, and recruitment.

Parity: Equivalence in value or status.

PATCOB: Acronym for Professional, Administrative, Technical, Clerical, and Other White Collar occupational categories and the Blue-Collar occupational category.

Problem: A situation that exists in which one or more EEO groups do not have full equal employment opportunity.

Program Analysis: Review of entire agency affirmative employment program.

Program Element: Prescribed program area for assessing where agencies should concentrate their affirmative employment program analysis and plan development.

Responsible Official: Executive, Manager, or Supervisor who is accountable for accomplishing an action item.

Small Agencies: Agencies with fewer than 500 employees.

Target Date: Date (month/year) for completion of an action item.

Targeted Disability: Disabilities designated with the following handicap codes on Standard Form 256; 16 and 17 (deafness); 23 and 25 (blindness); 28 and 32 through 38 (missing extremities); 64 through 68 (partial paralysis); 71 through 78 (complete paralysis); 82 (convulsive disorders); 90 (mental retardation); 91 (mental illness); and 92 (distortion of limbs and/or spine).

Technical Assistance: Onsite visit to provide assistance and training.

Work Force Profile: An organizational "snap shot" illustrating the dispersion of race, national origin groups, by sex within specified employment categories, distribution of EEO Groups and Comparison by PATCOB FY02

Appendix C Supporting Data

PATCOB by Race/National Origin

Group	Number of Employees						
	Professional	Administrative	Technical	Clerical	Other	Blue Collar	Total
White Men	282	121	139	13	75	91	721
White Women	38	117	61	23	7	23	269
Black Men	5	20	18	4	5	6	58
Black Women	3	6	8	2	0	0	19
Hispanic Men	174	86	129	9	83	146	627
Hispanic Women	24	68	49	36	3	25	205
Asian Men	12	5	4	0	2	2	25
Asian Women	2	7	3	1	0	6	19
Native American Men	4	2	0	0	2	0	8
Native American Women	0	2	0	0	0	1	3
Total	544	434	411	88	177	300	1954

Appendix D Distribution of EEO Groups and Comparison for Major Occupations by PATCOB 2002

* Rounded to 100%

Category	EEO Groups	Number of Employees	Percent of W SMR	Percent of CLF
Professional				
General Engineer GS-801	White Men	58	50.4	54.7
	White Women	4	3.5	30.3
	Black Men	2	1.7	2.4
	Black Women	1	0.9	3.2
	Hispanic Men	42	36.5	2.1
	Hispanic Women	5	4.3	1.4
	Asian American/Pacific Islander Men	2	1.7	3.8
	Asian American/Pacific Islander Women	0	0.0	1.9
	Native American/Alaskan Native Men	1	0.9	0.2
	Native American/Alaskan Native Women	0	0.0	0.2
	Total Men	105	91.2	63.2
	Total Women	10	8.7	37.0
	*Total All	115	100.0	100.0
Electronics Engineer GS-855	White Men	68	42.5	54.7
	White Women	2	1.3	30.3
	Black Men	0	0.0	2.4
	Black Women	0	0.0	3.2
	Hispanic Men	76	47.5	2.1
	Hispanic Women	11	6.9	1.4
	Asian American/Pacific Islander Men	3	1.9	3.8
	Asian American/Pacific Islander Women	0	0.0	1.9
	Native American/Alaskan Native Men	0	0.0	0.2
	Native American/Alaskan Native Women	0	0.0	0.2
	Total Men	147	91.9	63.2
	Total Women	13	8.2	37.0
	*Total All	160	100.0	100.0
Technical				
Engineering Technician GS-802	White Men	24	30.8	20.8
	White Women	3	3.8	16.3
	Black Men	7	9.0	1.0
	Black Women	2	2.6	1.7
	Hispanic Men	40	51.3	24.7
	Hispanic Women	1	1.3	34.9
	Asian American/Pacific Islander Men	1	1.3	0.3
	Asian American/Pacific Islander Women	0	0.0	0.0
	Native American/Alaskan Native Men	0	0.0	0.0
	Native American/Alaskan Native Women	0	0.0	0.2
	Total Men	72	92.4	46.8
	Total Women	6	7.7	53.1
	*Total All	78	100.0	100.0
Electronics Technician GS-856	White Men	55	51.4	20.8
	White Women	2	1.9	16.3
	Black Men	7	6.5	1.0
	Black Women	0	0.0	1.7
	Hispanic Men	37	34.6	24.7
	Hispanic Women	2	1.9	34.9
	Asian American/Pacific Islander Men	4	3.7	0.3
	Asian American/Pacific Islander Women	0	0.0	0.0
	Native American/Alaskan Native Men	0	0.0	0.0
	Native American/Alaskan Native Women	0	0.0	0.2
	Total Men	103	96.2	46.8
	Total Women	4	3.8	53.1
	*Total All	107	100.0	100.0

Appendix E CLF Data

National Professional CLF 1990 Census

White		Black		Hispanic		Asian American/ Pacific Islander		Native American/ Alaskan Native	
Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
54.7	30.3	2.4	3.2	2.1	1.4	3.5	1.9	0.2	0.2

National Administrative CLF 1990 Census

White		Black		Hispanic		Asian American/ Pacific Islander		Native American/ Alaskan Native	
Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
42.1	40.4	3.6	5.3	2.6	2.6	1.4	1.4	0.3	0.3

El Paso, Texas, Technical CLF 1990 Census

White		Black		Hispanic		Asian American/ Pacific Islander		Native American/ Alaskan Native	
Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
20.8	16.3	1.0	1.7	24.7	34.6	0.3	0.3	0.0	0.2

El Paso, Texas, Clerical CLF 1990 Census

White		Black		Hispanic		Asian American/ Pacific Islander		Native American/ Alaskan Native	
Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
5.6	24.4	0.8	2.8	15.4	50.2	0.2	0.4	0.0	0.1

El Paso, Texas, Other CLF 1990 Census

White		Black		Hispanic		Asian American/ Pacific Islander		Native American/ Alaskan Native	
Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
37.1	4.0	1.7	0.2	46.5	9.9	0.4	0.1	0.0	0.2

El Paso, Texas, Blue-Collar CLF 1990 Census

White		Black		Hispanic		Asian American/ Pacific Islander		Native American/ Alaskan Native	
Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
23.5	1.5	3.3	0.4	58.8	11.3	0.2	0.0	0.2	0.0

Appendix F PATCOB Occupational Series Assignment Category

CATEGORY	OCCUPATIONAL SERIES
Professional	101, 180, 185, 193, 401, 486, 510, 511, 602, 610, 690, 801, 803, 806, 808, 810, 819, 830, 850, 854, 855, 893, 905, 1015, 1102, 1301, 1306, 1310, 1320, 1340, 1350, 1410, 1515, 1520, 1550, 1701, 1710, 1740
Administrative	18, 28, 30 80, 132, 187, 188, 201, 205, 230, 233, 260, 301, 334, 340, 341, 343, 346, 391, 501, 560, 671, 950, 1001, 1035, 1082, 1083, 1084, 1101, 1103, 1130, 1170, 1173, 1601, 1640 1667, 1670, 1712, 1801, 1910, 2101, 2130, 2150, 2152
Technical	19, 186, 189, 203, 335, 361, 503, 525, 561, 603, 640, 681, 682, 802, 809, 856, 992, 1016, 1060, 1105, 1106, 1152, 1311, 1341, 1371, 1411, 1702, 2001, 2005, 2102, 2181, 2185
Clerical	86, 204, 303, 305, 318, 326, 344, 394, 998, 2151
Other	81, 83, 85, 899, 1599
Blue Collar	2501, 2502, 2504, 2508, 2601, 2602, 2805, 2810, 3414, 3502, 3701, 3703, 4102, 4255, 4604, 4607, 4701, 4737, 4749, 4804, 4818, 5026, 5035, 5301, 5306, 5309, 5378, 5401, 5701, 5703, 5705, 5716, 5725, 5801, 5803, 5823, 6511, 6904, 6907, 6910, 6912, 7002, 8801, 8852

Appendix G

Section G-1 Change In Work Force EEO Profile By Grade Level

FY	Grade Level	White		Black		Hispanic		Asian		Native American		Women	All
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women		
FY02	GS-02	0	0	0	0	1	0	0	0	0	0	0	1
	%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
FY01	GS-02	0	0	0	1	0	0	0	0	0	0	1	1
	%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%
	Change in #	0	0	0	-1	1	0	0	0	0	0	-1	0
FY02	GS-03	2	6	0	0	4	4	0	0	0	0	10	16
	%	12.50%	37.50%	0.00%	0.00%	25.00%	25.00%	0.00%	0.00%	0.00%	0.00%	62.50%	100.00%
FY01	GS-03	9	3	0	0	4	5	0	0	0	0	8	21
	%	42.86%	14.29%	0.00%	0.00%	19.05%	23.81%	0.00%	0.00%	0.00%	0.00%	38.10%	100.00%
	Change in #	-7	3	0	0	0	-1	0	0	0	0	2	-5
FY02	GS-04	20	7	3	1	28	2	2	0	0	0	10	63
	%	31.75%	11.11%	4.76%	1.59%	44.44%	3.17%	3.17%	0.00%	0.00%	0.00%	15.87%	100.00%
FY01	GS-04	18	4	4	1	28	2	2	0	0	0	7	59
	%	30.51%	6.78%	6.78%	1.69%	47.46%	3.39%	3.39%	0.00%	0.00%	0.00%	11.86%	100.00%
	Change in #	2	3	-1	0	0	0	0	0	0	0	3	4
FY02	GS-05	50	21	7	1	45	16	1	2	1	0	40	144
	%	34.72%	14.58%	4.86%	0.69%	31.25%	11.11%	0.69%	1.39%	0.69%	0.00%	27.78%	100.00%
FY01	GS-05	43	25	7	1	32	25	1	1	0	0	52	135
	%	31.85%	18.52%	5.19%	0.74%	23.70%	18.52%	0.74%	0.74%	0.00%	0.00%	38.52%	100.00%
	Change in #	7	-4	0	0	13	-9	0	1	1	0	-12	9
FY02	GS-06	14	18	0	2	15	30	0	0	0	0	50	79
	%	17.72%	22.78%	0.00%	2.53%	18.99%	37.97%	0.00%	0.00%	0.00%	0.00%	63.29%	100.00%
FY01	GS-06	16	18	0	6	18	26	0	1	0	1	52	86
	%	18.60%	20.93%	0.00%	6.98%	20.93%	30.23%	0.00%	1.16%	0.00%	1.16%	60.47%	100.00%
	Change in #	-2	0	0	-4	-3	-4	0	-1	0	-1	-10	-7
FY02	GS-07	26	32	1	2	28	35	2	1	0	0	70	127
	%	20.47%	25.20%	0.79%	1.57%	22.05%	27.56%	1.57%	0.79%	0.00%	0.00%	55.12%	100.00%
FY01	GS-07	22	36	1	3	29	50	0	0	0	0	89	141
	%	15.60%	25.53%	0.71%	2.13%	20.57%	35.46%	0.00%	0.00%	0.00%	0.00%	63.12%	100.00%
	Change in #	4	-4	0	-1	-1	-15	2	1	0	0	-19	-14
FY02	GS-08	3	0	0	0	1	2	0	0	1	0	2	7
	%	42.86%	0.00%	0.00%	0.00%	14.29%	28.57%	0.00%	0.00%	14.29%	0.00%	28.57%	100.00%
FY01	GS-08	3	2	0	0	1	4	0	0	0	0	6	10
	%	30.00%	20.00%	0.00%	0.00%	10.00%	40.00%	0.00%	0.00%	0.00%	0.00%	60.00%	100.00%
	Change in #	0	-2	0	0	0	-2	0	0	1	0	-4	-3

FY	Grade Level	White		Black		Hispanic		Asian		Native American		Women	All
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women		
FY02	GS-09	40	24	4	3	42	22	0	3	0	0	52	138
	%	28.99%	17.39%	2.90%	2.17%	30.43%	15.94%	0.00%	2.17%	0.00%	0.00%	37.68%	100.00%
FY01	GS-09	39	23	5	3	35	19	0	1	2	0	46	127
	%	30.71%	18.11%	3.94%	2.36%	27.56%	14.96%	0.00%	0.79%	1.57%	0.00%	36.22%	100.00%
	Change in #	1	1	-1	0	7	3	0	2	-2	0	6	11
FY02	GS-10	0	3	0	0	0	0	0	0	0	0	3	3
	%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%
FY01	GS-10	0	4	0	0	0	0	0	0	0	0	4	4
	%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%
	Change in #	0	-1	0	0	0	0	0	0	0	0	-1	-1
FY02	GS-11	87	29	15	1	88	21	3	1	1	0	52	246
	%	35.37%	11.79%	6.10%	0.41%	35.77%	8.54%	1.22%	0.41%	0.41%	0.00%	21.14%	100.00%
FY01	GS-11	102	40	19	1	106	29	4	0	1	0	70	302
	%	33.77%	13.25%	6.29%	0.33%	35.10%	9.60%	1.32%	0.00%	0.33%	0.00%	23.18%	100.00%
	Change in #	-15	-11	-4	0	-18	-8	-1	1	0	0	-18	-56
FY02	GS-12	183	41	14	3	107	21	9	1	2	2	68	383
	%	47.78%	10.70%	3.66%	0.78%	27.94%	5.48%	2.35%	0.26%	0.52%	0.52%	17.75%	100.00%
FY01	GS-12	224	51	12	4	125	21	11	2	2	1	79	453
	%	49.45%	11.26%	2.65%	0.88%	27.59%	4.64%	2.43%	0.44%	0.44%	0.22%	17.44%	100.00%
	Change in #	-41	-10	2	-1	-18	0	-2	-1	0	1	-11	-70
FY02	GS-13	141	22	4	1	92	13	5	0	1	0	36	279
	%	50.54%	7.89%	1.43%	0.36%	32.97%	4.66%	1.79%	0.00%	0.36%	0.00%	12.90%	100.00%
FY01	GS-13	200	31	6	2	87	17	7	1	2	0	51	353
	%	56.66%	8.78%	1.70%	0.57%	24.65%	4.82%	1.98%	0.28%	0.57%	0.00%	14.45%	100.00%
	Change in #	-59	-9	-2	-1	5	-4	-2	-1	-1	0	-15	-74
FY02	GS-14	37	2	0	0	19	3	1	1	2	0	6	65
	%	56.92%	3.08%	0.00%	0.00%	29.23%	4.62%	1.54%	1.54%	3.08%	0.00%	9.23%	100.00%
FY01	GS-14	57	5	2	0	21	3	1	0	1	0	8	90
	%	63.33%	5.56%	2.22%	0.00%	23.33%	3.33%	1.11%	0.00%	1.11%	0.00%	8.89%	100.00%
	Change in #	-20	-3	-2	0	-2	0	0	1	1	0	-2	-25
FY02	SES & GS-15	12	1	0	0	6	0	1	0	0	0	1	20
	%	60.00%	5.00%	0.00%	0.00%	30.00%	0.00%	5.00%	0.00%	0.00%	0.00%	5.00%	100.00%
FY01	SES & GS-15	20	4	0	0	5	0	1	0	0	0	4	30
	%	66.67%	13.33%	0.00%	0.00%	16.67%	0.00%	3.33%	0.00%	0.00%	0.00%	13.33%	100.00%
	Change in #	-8	-3	0	0	1	0	0	0	0	0	-3	-10

FY	Grade Level	White		Black		Hispanic		Asian		Native American		Women	All
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women		
FY02	GS TOTAL	615	206	48	14	476	169	24	9	8	2	400	1571
	%	39.15%	13.11%	3.06%	0.89%	30.30%	10.76%	1.53%	0.57%	0.51%	0.13%	25.46%	100.00%
FY01	GS TOTAL	753	246	56	22	491	201	27	6	8	2	477	1812
	%	41.56%	13.58%	3.09%	1.21%	27.10%	11.09%	1.49%	0.33%	0.44%	0.11%	26.32%	100.00%
	Change in #	-138	-40	-8	-8	-15	-32	-3	3	0	0	-77	-241
FY02	WG-02	0	0	0	0	0	0	0	0	0	0	0	0
	%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
FY01	WG-02	0	0	0	0	0	0	0	0	0	0	0	0
	%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Change in #	0	0	0	0	0	0	0	0	0	0	0	0
FY02	WG-03	3	0	0	0	3	0	0	0	0	0	0	6
	%	50.00%	0.00%	0.00%	0.00%	50.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
FY01	WG-03	3	0	0	0	8	1	1	0	0	0	1	13
	%	23.08%	0.00%	0.00%	0.00%	61.54%	7.69%	7.69%	0.00%	0.00%	0.00%	7.69%	100.00%
	Change in #	0	0	0	0	-5	-1	-1	0	0	0	-1	-7
FY02	WG-04	0	0	0	0	1	0	0	0	0	0	0	1
	%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
FY01	WG-04	0	0	0	0	1	0	0	0	0	0	0	1
	%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
	Change in #	0	0	0	0	0	0	0	0	0	0	0	0
FY02	WG-05	0	0	1	0	3	0	0	0	0	0	0	4
	%	0.00%	0.00%	25.00%	0.00%	75.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
FY01	WG-05	1	0	1	0	0	0	0	0	0	0	0	2
	%	50.00%	0.00%	50.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
	Change in #	-1	0	0	0	3	0	0	0	0	0	0	2
FY02	WG-06	1	0	0	0	4	0	0	0	0	0	0	5
	%	20.00%	0.00%	0.00%	0.00%	80.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
FY01	WG-06	2	0	0	0	5	0	0	0	0	0	0	7
	%	28.57%	0.00%	0.00%	0.00%	71.43%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
	Change in #	-1	0	0	0	-1	0	0	0	0	0	0	-2
FY02	WG-07	5	0	0	0	3	0	1	0	0	0	0	9
	%	55.56%	0.00%	0.00%	0.00%	33.33%	0.00%	11.11%	0.00%	0.00%	0.00%	0.00%	100.00%
FY01	WG-07	4	0	0	0	3	0	1	0	0	0	0	8
	%	50.00%	0.00%	0.00%	0.00%	37.50%	0.00%	12.50%	0.00%	0.00%	0.00%	0.00%	100.00%
	Change in #	1	0	0	0	0	0	0	0	0	0	0	1

FY	Grade Level	White		Black		Hispanic		Asian		Native American		Women	All
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women		
FY02	WG-08	7	2	1	0	9	0	0	0	0	0	2	19
	%	36.84%	10.53%	5.26%	0.00%	47.37%	0.00%	0.00%	0.00%	0.00%	0.00%	10.53%	100.00%
FY01	WG-08	7	2	1	0	11	0	0	0	0	0	2	21
	%	33.33%	9.52%	4.76%	0.00%	52.38%	0.00%	0.00%	0.00%	0.00%	0.00%	9.52%	100.00%
	Change in #	0	0	0	0	-2	0	0	0	0	0	0	-2
FY02	WG-09	6	0	1	0	15	0	0	0	0	0	0	22
	%	27.27%	0.00%	4.55%	0.00%	68.18%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
FY01	WG-09	5	0	1	0	14	0	0	0	0	0	0	20
	%	25.00%	0.00%	5.00%	0.00%	70.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
	Change in #	1	0	0	0	1	0	0	0	0	0	0	2
FY02	WG-10	27	0	1	0	54	0	1	0	0	0	0	83
	%	32.53%	0.00%	1.20%	0.00%	65.06%	0.00%	1.20%	0.00%	0.00%	0.00%	0.00%	100.00%
FY01	WG-10	27	0	1	0	55	0	1	0	0	0	0	84
	%	32.14%	0.00%	1.19%	0.00%	65.48%	0.00%	1.19%	0.00%	0.00%	0.00%	0.00%	100.00%
	Change in #	0	0	0	0	-1	0	0	0	0	0	0	-1
FY02	WG-11	4	0	0	0	14	0	0	0	0	0	0	18
	%	22.22%	0.00%	0.00%	0.00%	77.78%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
FY01	WG-11	14	0	1	0	21	0	0	0	0	0	0	36
	%	38.89%	0.00%	2.78%	0.00%	58.33%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
	Change in #	-10	0	-1	0	-7	0	0	0	0	0	0	-18
FY02	WG-12	3	0	0	0	1	0	0	0	0	0	0	4
	%	75.00%	0.00%	0.00%	0.00%	25.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
FY01	WG-12	3	0	0	0	2	0	0	0	0	0	0	5
	%	60.00%	0.00%	0.00%	0.00%	40.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
	Change in #	0	0	0	0	-1	0	0	0	0	0	0	-1
FY02	WD-08	1	0	0	0	1	0	0	0	0	0	0	2
	%	50.00%	0.00%	0.00%	0.00%	50.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
FY01	WD-08	1	0	0	0	1	0	0	0	0	0	0	2
	%	50.00%	0.00%	0.00%	0.00%	50.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
	Change in #	0	0	0	0	0	0	0	0	0	0	0	0
FY02	WL-06	1	0	0	0	2	0	0	0	0	0	0	3
	%	33.33%	0.00%	0.00%	0.00%	66.67%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
FY01	WL-06	1	0	0	0	1	0	0	0	0	0	0	2
	%	50.00%	0.00%	0.00%	0.00%	50.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
	Change in #	0	0	0	0	1	0	0	0	0	0	0	1

FY	Grade Level	White		Black		Hispanic		Asian		Native American		Women	All
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women		
FY02	WL-08	0	0	0	0	1	0	0	0	0	0	0	1
	%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
FY01	WL-08	0	0	0	0	1	0	0	0	0	0	0	1
	%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
	Change in #	0	0	0	0	0	0	0	0	0	0	0	0
FY02	WL-09	0	0	0	0	2	0	0	0	0	0	0	2
	%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
FY01	WL-09	0	0	0	0	2	0	0	0	0	0	0	2
	%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
	Change in #	0	0	0	0	0	0	0	0	0	0	0	0
FY02	WL-10	3	0	0	0	6	0	0	0	0	0	0	9
	%	33.33%	0.00%	0.00%	0.00%	66.67%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
FY01	WL-10	1	0	0	0	5	0	0	0	0	0	0	6
	%	16.67%	0.00%	0.00%	0.00%	83.33%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
	Change in #	2	0	0	0	1	0	0	0	0	0	0	3
FY02	WL-11	0	0	0	0	1	0	0	0	0	0	0	1
	%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
FY01	WL-11	0	0	1	0	2	0	0	0	0	0	0	3
	%	0.00%	0.00%	33.33%	0.00%	66.67%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
	Change in #	0	0	-1	0	-1	0	0	0	0	0	0	-2
FY02	WN-07	0	0	0	0	1	0	0	0	0	0	0	1
	%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
FY01	WN-07	0	0	0	0	1	0	0	0	0	0	0	1
	%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
	Change in #	0	0	0	0	0	0	0	0	0	0	0	0
FY02	WS-06	0	0	0	0	1	0	0	0	0	0	0	1
	%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
FY01	WS-06	0	0	0	0	1	0	0	0	0	0	0	1
	%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
	Change in #	0	0	0	0	0	0	0	0	0	0	0	0
FY02	WS-07	0	0	0	0	0	0	0	0	0	0	0	0
	%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
FY01	WS-07	0	0	0	0	1	0	0	0	0	0	0	1
	%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
	Change in #	0	0	0	0	-1	0	0	0	0	0	0	-1

FY	Grade Level	White		Black		Hispanic		Asian		Native American		Women	All
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women		
FY02	WS-08	1	0	0	0	1	0	0	0	0	0	0	2
	%	50.00%	0.00%	0.00%	0.00%	50.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
FY01	WS-08	1	0	0	0	0	0	0	0	0	0	0	1
	%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
	Change in #	0	0	0	0	1	0	0	0	0	0	0	1
FY02	WS-09	1	0	0	0	0	0	0	0	0	0	0	1
	%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
FY01	WS-09	1	0	0	0	0	0	0	0	0	0	0	1
	%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
	Change in #	0	0	0	0	0	0	0	0	0	0	0	0
FY02	WS-10	2	0	0	0	3	0	0	0	0	0	0	5
	%	40.00%	0.00%	0.00%	0.00%	60.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
FY01	WS-10	3	0	0	0	3	0	0	0	0	0	0	6
	%	50.00%	0.00%	0.00%	0.00%	50.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
	Change in #	-1	0	0	0	0	0	0	0	0	0	0	-1
FY02	WS-11	1	0	0	0	1	0	0	0	0	0	0	2
	%	50.00%	0.00%	0.00%	0.00%	50.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
FY01	WS-11	0	0	0	0	1	0	0	0	0	0	0	1
	%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
	Change in #	1	0	0	0	0	0	0	0	0	0	0	1
FY02	WS-12	0	0	0	0	3	0	0	0	0	0	0	3
	%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
FY01	WS-12	0	0	0	0	3	0	0	0	0	0	0	3
	%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
	Change in #	0	0	0	0	0	0	0	0	0	0	0	0
FY02	WS-14	0	0	0	0	1	0	0	0	0	0	0	1
	%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
FY01	WS-14	0	0	0	0	1	0	0	0	0	0	0	1
	%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
	Change in #	0	0	0	0	0	0	0	0	0	0	0	0
FY02	WS-16	2	0	0	0	0	0	0	0	0	0	0	2
	%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
FY01	WS-16	2	0	0	0	0	0	0	0	0	0	0	2
	%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
	Change in #	0	0	0	0	0	0	0	0	0	0	0	0
FY02	WG TOTAL	68	2	4	0	131	0	2	0	0	0	4	207
	%	32.85%	0.97%	1.93%	0.00%	63.29%	0.00%	0.97%	0.00%	0.00%	0.00%	1.93%	100.00%
FY01	WG TOTAL	76	2	6	0	143	1	3	0	0	0	3	231
	%	32.90%	0.87%	2.60%	0.00%	61.90%	0.43%	1.30%	0.00%	0.00%	0.00%	1.30%	100.00%
	Change in #	-8	0	-2	0	-12	-1	-1	0	0	0	1	-24

FY	Grade Level	White		Black		Hispanic		Asian		Native American		Women	All
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women		
FY02	TOTAL	683	208	52	14	607	169	26	9	8	2	402	1778
	%	38.41%	11.70%	2.92%	0.79%	34.14%	9.51%	1.46%	0.51%	0.45%	0.11%	22.61%	100.00%
FY01	TOTAL	829	248	62	22	634	202	30	6	8	2	480	2043
	%	40.58%	12.14%	3.03%	1.08%	31.03%	9.89%	1.47%	0.29%	0.39%	0.10%	23.49%	100.00%
	Change in #	-146	-40	-10	-8	-27	-33	-4	3	0	0	-78	-265

Section G-2 White Collar – Work Force Profile By Grade Groupings – FY02

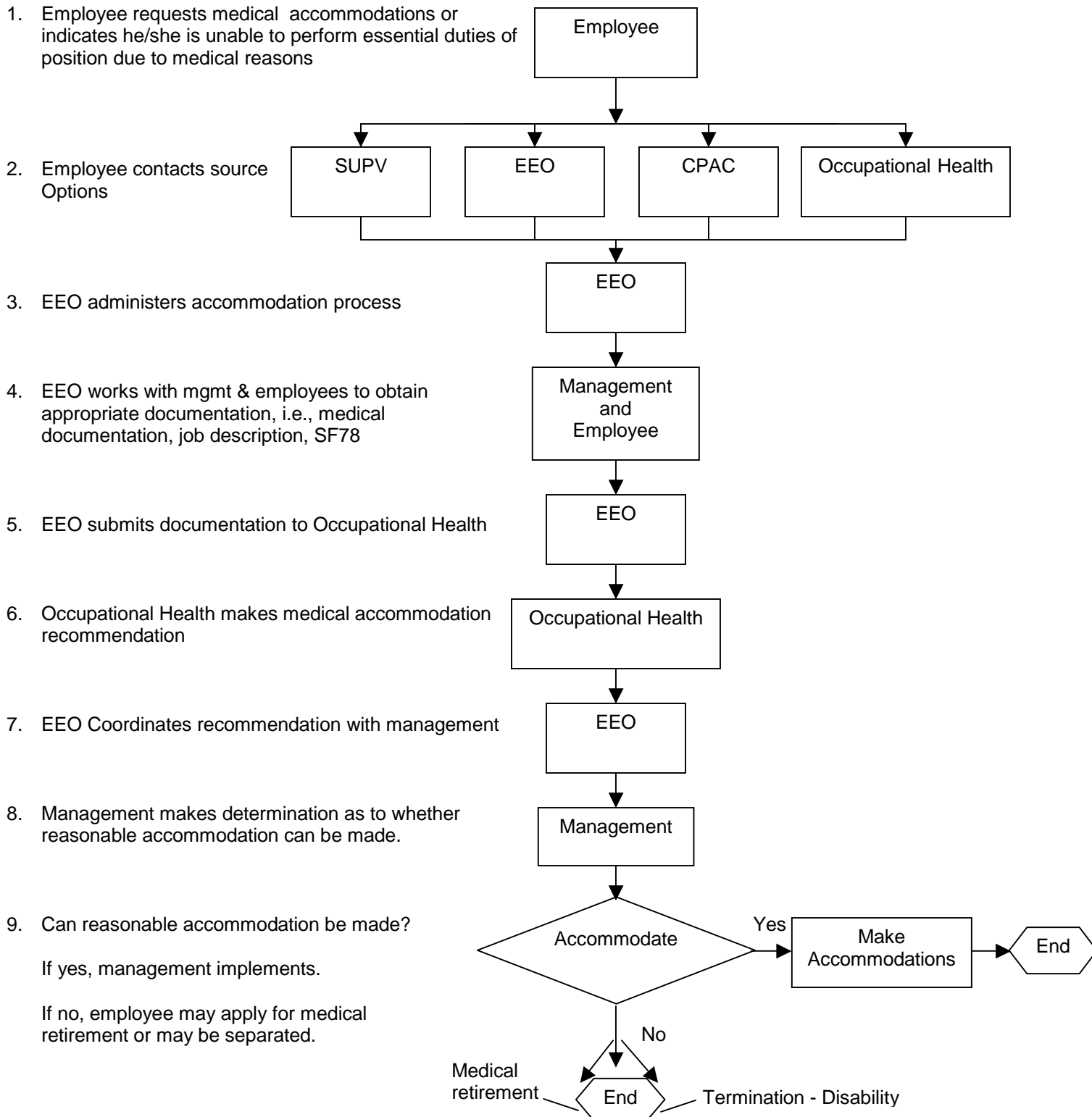
GRADE GROUPINGS	TOTAL		WHITE		BLACK		HISPANIC		ASIAN AMERICAN/ PACIFIC/ISLANDER		NATIVE AMERICAN/ ALASKAN NATIVE	
	ALL	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
GS 1-4	80	20	22	13	3	1	33	6	2	0	0	0
* %		25.00%	27.50%	16.25%	3.75%	1.25%	41.25%	7.50%	2.50%	0.00%	0.00%	0.00%
GS 5-8	358	163	93	71	8	6	89	83	3	3	2	0
* %		45.53%	25.98%	19.83%	2.23%	1.68%	24.86%	23.18%	0.84%	0.84%	0.56%	0.00%
GS 9-12	771	176	310	98	33	7	237	64	12	5	3	2
* %		22.83%	40.21%	12.71%	4.28%	0.91%	30.74%	8.30%	1.56%	0.65%	0.39%	0.26%
GS 13-15/SES	363	43	190	25	4	1	117	16	6	1	3	0
* %		11.85%	52.34%	6.89%	1.10%	0.28%	32.23%	4.41%	1.65%	0.28%	0.83%	0.00%
TOTAL	1572	402	615	207	48	15	476	169	23	9	8	2
* %		25.57%	39.12%	13.17%	3.05%	0.95%	30.28%	10.75%	1.46%	0.57%	0.51%	0.13%
*Percent not exact due to rounding error.												

Section G-3 Blue Collar – Work Force Profile By Grade Groupings – FY02

GRADE GROUPINGS	TOTAL		WHITE		BLACK		HISPANIC		ASIAN AMERICAN/ PACIFIC/ISLANDER		NATIVE AMERICAN/ ALASKAN NATIVE	
	ALL	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
WG/WD 1-4 * %	7	0 0.00%	3 42.86%	0 0.00%	0 0.00%	0 0.00%	4 57.14%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%
WG/WD 5-9 * %	61	2 3.28%	20 32.79%	2 3.28%	3 4.92%	0 0.00%	35 57.38%	0 0.00%	1 1.64%	0 0.00%	0 0.00%	0 0.00%
WG/WD 10 * %	83	0 0.00%	27 32.53%	0 0.00%	1 1.20%	0 0.00%	54 65.06%	0 0.00%	1 1.20%	0 0.00%	0 0.00%	0 0.00%
WG/WD 11-12 * %	22	0 0.00%	7 31.82%	0 0.00%	0 0.00%	0 0.00%	15 68.18%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%
WL/WN/WS 5-9 * %	4	0 0.00%	1 25.00%	0 0.00%	0 0.00%	0 0.00%	3 75.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%
WL/WN/WS 10-11 * %	7	0 0.00%	3 42.86%	0 0.00%	0 0.00%	0 0.00%	4 57.14%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%
WL/WN/WS 12-19 * %	6	0 0.00%	2 33.33%	0 0.00%	0 0.00%	0 0.00%	4 66.67%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%
TOTAL * %	190	2 1.05%	63 33.16%	2 1.05%	4 2.11%	0 0.00%	119 62.63%	0 0.00%	2 1.05%	0 0.00%	0 0.00%	0 0.00%
*Percent not exact due to rounding error.												

Appendix H Reasonable Accommodation Process

Processing Requests for Reasonable Accommodation WSMR Program for Individuals with Disabilities (for Long-Term accommodations)



REASONABLE ACCOMMODATION PROCESS

The **Rehabilitation Act of 1973** requires Federal agencies to provide reasonable accommodation to qualified employees or applicants with disabilities, unless to do so would cause undue hardship.

Essential functions – The essential functions or primary functions of a job are those duties that are so fundamental to the position that the individual cannot do the job without being able to perform them.

A **disability** is a physical or mental impairment, which substantially limits one or more major life activities; the individual has a record of such impairment; or is regarded as having such impairment.

A reasonable **accommodation** is a change involving the workplace that enables a person with a disability to perform the essential functions of his/her position.

An **undue hardship** means that a specific accommodation would require significant difficulty or expense.

The following procedures should be followed to initiate a request for medical accommodation:

- **Contact the EEO Office, 678-1291 to initiate the process (employee or supervisor)**
- **Provide medical documentation to EEO (employee)***
- **Provide SF 78, Certificate of Medical Examination form to EEO (management)**

The EEO Office will administer the accommodation process. The Director of the employee's organization will provide a final decision on the request for reasonable accommodation.

Reasonable accommodation due to a medical disability can remain in effect until such time as the accommodation is determined to be no longer necessary by a medical professional in consultation with management. As turnover of supervisors occurs, the incoming supervisor should comply with the specified accommodations. An accommodated employee should keep his/her supervisor informed of their approved accommodations as turnover of supervisory personnel occurs.

In order to make a reasonable accommodation:

- It is the employee's responsibility to provide appropriate medical information if the information submitted does not clearly explain the nature of the disability or the need for the accommodation, or does not otherwise clarify how the requested accommodation will assist the employee to perform the essential functions of the job or to enjoy the benefits and privileges of the workplace.
- The agency has the right to have medical information reviewed by a medical expert of the agency's choosing at the agency's expense.

*** Medical documentation includes but is not limited to, the following information:**

- The nature, severity and duration of the individual's impairment;
- The activity or activities that the impairment limits;
- The extent to which the impairment limits the individual's ability to perform the activities; and/or
- Why the individual requires reasonable accommodation or the particular reasonable accommodation requested, as well as how the reasonable accommodation will assist the individual to apply for a job, perform the essential functions of the job, or enjoy a benefit of the workplace.

If the agency cannot provide reasonable accommodation, the employee may be eligible for Disability Retirement or may be separated from Federal Service.